

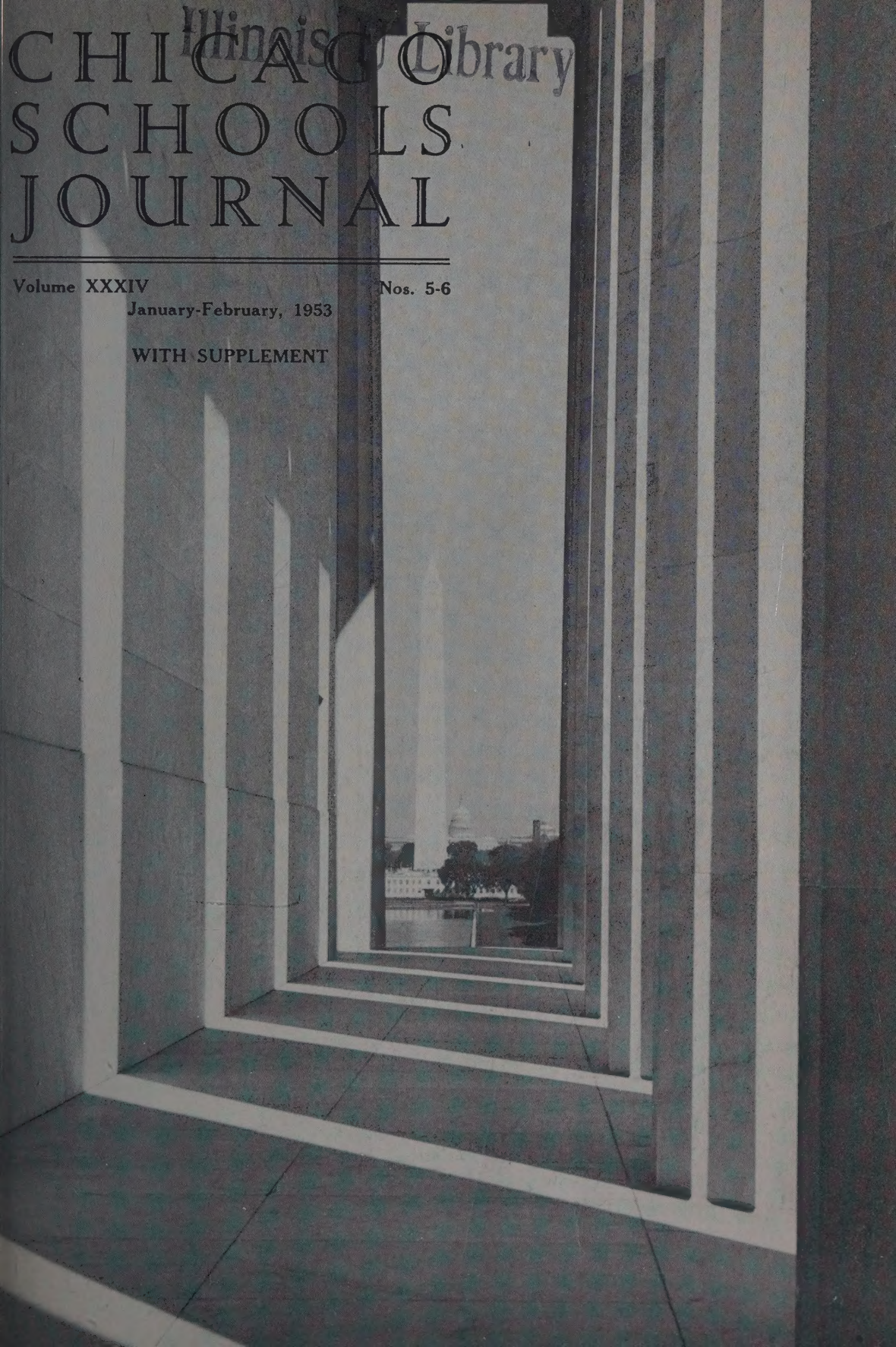
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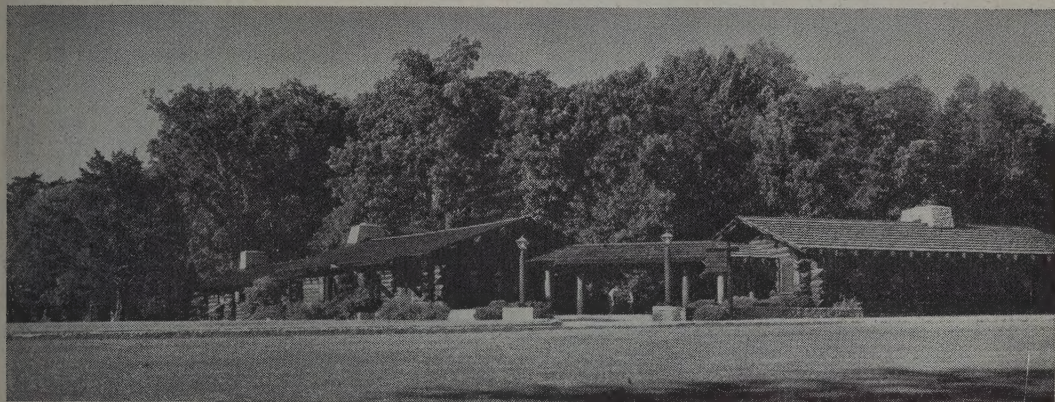
Front Cover — Washington Monument As Seen through
South Colonnade of Lincoln Memorial; *Back Cover* —
Colonnade, Jefferson Memorial

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ILLINOIS STATE PARKS AND MEMORIALS

ROBERT G. MILEY

SUPERINTENDENT OF THE DIVISION OF PARKS AND MEMORIALS¹



White Pines State Park Lodge

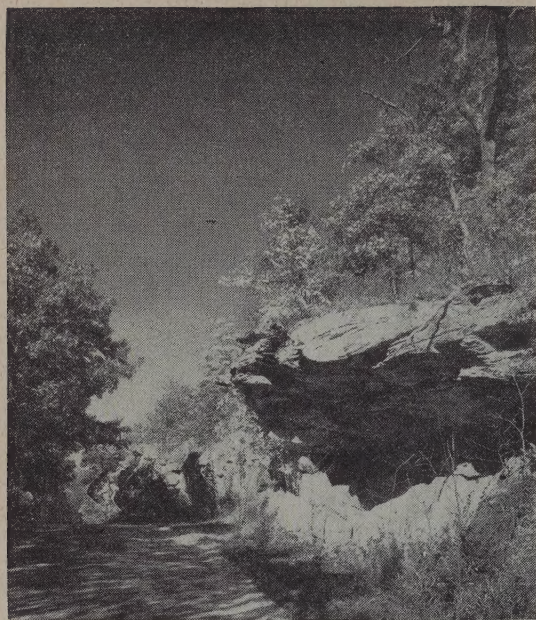
THE State of Illinois maintains 42 parks for recreational areas and 20 monuments that are memorials about which the state's history is embroidered. The largest park, approximately 5,100 acres, was named for Pere Marquette. It is located above Alton, at the confluence of the Illinois and Mississippi Rivers. But from the standpoint of attendance Illinois Beach State Park, on Lake Michigan, and Starved Rock State Park, on the banks of the Illinois River, near Ottawa, were far the more popular parks. During summer months, weekend crowds often exceed 50,000 in number. Other parks are scattered from one end of the state to the other, although the greatest number lie in the northern section of the state, many within two or three hours drive from the Chicago Loop.

Nine monuments and one state park are devoted to the Lincoln saga in Illinois. Of the Lincoln memorials, the tomb and his home in Springfield attract the most visitors. More than 300,000 people register yearly at each shrine. Recently, a

portion of the Lincoln Home in Springfield was reconstructed to resemble it at the time the martyred President left in 1861 never to return to the only home he ever owned. Completion of this project, the second floor and rear yard's outbuildings, awaits further funds from future legislatures.

Another 300,000 and more register at the New Salem State Park, 20 miles northwest of Springfield. This park is the site of the village where Abraham Lincoln went through a transformation from a store clerk to a lawyer and member of the Illinois State Legislature during seven short years of his life. He left the village for Springfield, which had just become the new state Capital, where he believed there were greater opportunities for a lawyer. New Salem village has been authentically restored as it was when Lincoln left in 1837. During the past year registrations show that visitors came from every state and territory of the United States and from 77 foreign countries.

¹Illinois Department of Conservation



Giant City State Park

Anyone writing about Illinois parks can not overlook Mattheissen State Park, a few miles south of LaSalle, because of its natural scenery. It was preserved for a half century by a LaSalle industrialist, whose estate gave it to the people of Illinois prior to the start of the last World War. Under private ownership it was known as Deer Park, because of the large herd of deer confined within the area. This herd is still kept by the state and grows larger every year. It became necessary last year to add storage facilities to care for the food that must be provided these wild animals.

The replica of Chicago's Fort Dearborn, which once protected the mouth of the Chicago River near where it flowed into Lake Michigan, is another attraction here. It was erected at the top of a slope which leads down into one of the deep dells cut through this area centuries ago by a wandering stream. One canyon is reputed to be deeper than any other east of the Mississippi River.

Most of the parks have fishing, some have archery courses, some have baseball

grounds, several offer boating, all have provisions for nature study, a few offer horseback riding, and one, Illinois Beach State Park which lies due north of Chicago along Lake Michigan, has the longest beach in the state where swimming may be enjoyed under supervision of experienced swimming guards during the summer months. This beach is equipped with a bath house and a large parking area where more than 5,000 automobiles are accommodated at one time.

All of the facilities for recreation in the state parks, even to firewood for the outdoor fireplaces, are free to the public and are under inspection of the monuments and museums. Ours is one of the few states which offer free use of recreational facilities. Many make charges for entering the areas.

INCREASED ATTENDANCE

Although the parks and memorials have not increased in number during the past few years, greater attendance has forced the state to large maintenance and improvement expenditures to care for the ever growing numbers who are utilizing the recreational facilities and visiting shrine to people and events that have contributed to Illinois history. State park officials attribute the rapid, if not sudden, jump in attendance figures to more than a general increase in population in our country. They point to the fact that more and more workers are on a five-day-a-week program of production giving the head of the family in an urban area more time to take his family to recreational grounds to enjoy nature's wealth as well as spend a day out so in the open. New maps show location of the Illinois state parks and monuments. More discernible markings have been erected at the entrances. And, perhaps coinciding with increased attendance are radio commentators, newspaper publishers, and magazine editors have been devoting more effort to telling the public what Illinois parks and memorials offer.

The stepped-up appropriations by the legislature made possible development of

enic areas equipped with tables and outdoor fireplaces in all of the parks. During 1952 the tables were increased in number where they will accommodate 125,000 people at one time. Most of the parks have had playground equipment installed for the youngsters. Roads were improved and virtually all parking areas enlarged during 1952. Nature students now will find marked paths, foot trails, and safe bridges crossing small streams. And there are 8 camps in the state parks equipped to handle group camping for the youth of our larger cities.

Many of the state parks are equipped with restaurants where food is served the year around. All have refreshment stands, varying somewhat in relation to the attendance.

Major rehabilitation programs were

carried out during the two-year period, 1951-1952, in 18 of the state parks with funds earmarked by the 67th General Assembly. Probably because of the fact that Starved Rock enjoyed the greatest attendance, the legislature appropriated \$115,000, the largest amount allotted for rehabilitation of any park or monument. These improvements consisted of needed maintenance work on the lodge and cabins to resurfacing of park roads, new bridges for the foot trails, more playground equipment, and extension of water lines.

Similarly, but less extensively, the lodges and cabins at White Pines Forest State Park, which lies due west of Chicago, at Giant City State Park in that portion of the state known as "Egypt" in southern Illinois, and at Pere Marquette have had needed repairs.



Starved Rock Hotel Wing of Lodge

LEGISLATIVE PROBLEMS

Last year, state park officials made a survey of visitors to the parks, questioning them as to whether they felt that these advantages were worth payment of a modest fee. Without exception visitors who came from a distance of 100 miles or more or were from out-of-state thought that some sort of charge should be made to preserve the parks. But those who lived adjacent to, or nearby the parks, were adamant in their belief that they should be permitted to use the areas free-of-charge. This is a problem that will have to be settled by future legislatures. Another matter that will of necessity be submitted to the legislature is the demands that are being made by many people for vacation facilities where they may spend one or two weeks in the state parks at a minimum cost.

Also looking to the future, a committee was appointed to study the facilities of the state parks. The members included an engineer, a landscape architect, and a fisheries' biologist. From this committee's reports it became obvious that there must be re-examination of concessionaires' problems. Those who have operated the restaurants and refreshment stands in the parks were doing so under contracts and were solely concerned with the profit requirements. The committee advised that refreshment stands be required as a service to the public in some state parks. To satisfactorily maintain these, some other means of handling them should be worked out. This, likewise, must be presented to the legislature for approval.

The committee studies revealed an insistent demand for water in the public parks. During 1952 surveys of the state parks were made with a view toward recommending thirty- to sixty-acre small lakes construction. Start on the first of these will follow reports from geologists who are finishing engineering studies of suggested sites in Red Hills State Park in Lawrence County, in the southeast section

of the state. At other parks where there is water, either streams or small lakes and ponds, the committee studies found a need for boats and docks. This is turn must be decided by the legislature.

STATE PARKS

| Name | Size — (In Acres) | Count |
|-------------------------|----------------------|----------|
| Apple River Canyon | 157 | Jo Dav |
| Bishop Hill | 4 | He |
| Black Hawk | 207 | Rock Isl |
| Buffalo Rock | 43 | LaS |
| Cahokia Mounds | 144 | Madi |
| Campbell's Island | 5 | Rock Isl |
| Cave-in-Rock | 64 | Har |
| Chain O'Lakes | 3,900 | L |
| Channahon Parkway | 20 | Gru |
| Dickson Mounds | 24 | Fu |
| Dixon Springs | 391 | P |
| Ferne Clyffe | 119 | John |
| Fort Chartress | 19 | Rando |
| Fort Creve Couer | 15 | Taze |
| Fort Kaskaskia | 201 | Rando |
| Fort Massac | 456 | Ma |
| Fox Ridge | 690 | C |
| Gebhard Woods | 29 | Gru |
| Giant City | 1,522 | Jack |
| Grand Marais | 1,125 | St. C |
| Illini | 406 | LaS |
| Illinois Beach | 1,114 | L |
| Jubilee College | 96 | Pe |
| Kankakee River | 266 | Kanka |
| Kickapoo | 1,578 | Vermi |
| Lincoln Log Cabin | 86 | C |
| Lincoln Trail Homestead | 70 | Ma |
| Lincoln Trail Monument | 31 | Lawre |
| Lowden Memorial | 208 | C |
| Mattheissen | 174 | LaS |
| Mississippi Palisades | 897 | Ca |
| McHenry Dam | 74 | McHe |
| Nauvoo | 200 | Han |
| New Salem | 280 | Men |
| Pere Marquette | 5,100 | Jer |
| Prophetstown | 53 | White |
| Red Hills | 797 | Lawre |
| Siloam Springs | 2,665 | Brown-Ad |
| Shawneetown | 40 | Gall |
| Spitler Woods | 202 | Ma |
| Starved Rock | 1,436 | LaS |
| White Pines Forest | 385 | C |

STATE MEMORIALS

| Name | Count |
|--------------------------|-------|
| Government Bond Monument | Rando |
| Bryant Cottage | P |
| Cahokia Courthouse | St. C |
| Edward Cole Monument | Madi |

Douglas Tomb
 Fort Edwards
 S. Grant Home
 Wild Bill Hickok
 Waskaskia Memorial
 Lincoln Home
 Lincoln Monument
 Lincoln Tomb
 Lovejoy Monument
 Metamora Courthouse
 Moore Home
 Mount Pulaski Courthouse
 Norwegian Settlers
 Pierre Menard Home
 Sandalia State House
 Sen Small Memorial

Cook
 Hancock
 Jo Daviess
 LaSalle
 Randolph
 Sangamon
 Lee
 Sangamon
 Madison
 Woodford
 Coles
 Logan
 LaSalle
 Randolph
 Fayette
 Kankakee

Illinois State Parks and Memorials. Division of Parks and Memorials, Department of Conservation, State of Illinois, 604 Armory Building, Springfield, Illinois.

The Story of Illinois, Illinois Mammals, Exploring for Mushrooms, Flowers that Bloom in the Spring, Invitation to Birds, Man's Venture in Culture. Free to Illinois residents; 15 cents each to non-residents. The Illinois State Museum, Springfield, Illinois.

Forest Trees of Illinois, Planting Black Walnut, The Fire Devil, Elements of Forestry. State of Illinois, Department of Conservation, Division of Forestry, 301½ Monroe Street, Springfield, Illinois.

A Set of 35 Typical Rocks, Minerals, and Fossils of Illinois, mailing charge 35 cents. Write for a list of publications and maps. Educational Extension Division, Illinois State Geological Survey, Urbana, Illinois.

Illinois offers you many opportunities; take advantage of them!

SOUTH HOLLAND—A PRODUCE CENTER¹

GEORGE M. KINGSLAND

SUPERINTENDENT OF SCHOOLS OF DISTRICT 151²

THE pioneers of this locality never dreamed, when in 1847 they left the Netherlands, that the soil on which they set foot, only twenty miles from what was then Fort Dearborn, would some day be only twenty miles from the metropolis of the great West, the City of Chicago.

Reared on the farms and gardens of the thrifty Dutch and accustomed to rural environments, these pioneers had acquired valuable knowledge of the essential characteristics of productive soil. They had lived in Holland long enough to understand the disadvantages and disagreeable features with which inhabitants of a country protected by dykes must constantly contend. Whatever their hopes and ambitions may have been, one idea was fixed in their minds and they allowed nothing to interfere with that or make them waver.

If they chose ground anywhere, it was to be ground with natural drainage. One can imagine their delight when they saw for the first time the Little Calumet River, with a gently rising incline on its right and gradually sloping fields on the south. Of course, it was open country, with no hills in sight. Game and fish had their own dear way and sported along in the quiet river unmolested except by the Indian arrow or net. Howling, hungry wolves were prowling around at night and wondered what the new arrivals meant by their presence in the wilderness. It was but natural to call this territory prairie;

¹Acknowledgement is made to Henry Van Der Giessen for information concerning onion production; Marvin De Young for tomato production; Elmer Meyer for sugar beet production; and Alice Cook for historical reference and pictures.

²Cook County

indeed, the state of Illinois is known as such.

On their voyage to America these pioneers were accompanied by other Hollanders who settled on a ridge of higher level not far from Calumet Lake and only a mile west of what is now Pullman. This settlement, Roseland, was then named High Prairie to distinguish it from South Holland, which was then called Low Prairie. Inhabitants of High Prairie boasted of their ridge and the Low Prairie people felt a just pride in their river.

Although Illinois had become a state as early as 1818, the greater part of it was still a wilderness in 1847; the territory adjoining the Little Calumet was no exception. The soil, though second to none in productiveness, was practically valueless as there was no demand. It had originally belonged to the famous Northwestern Territory under our government, but at the close of the Mexican War in 1846 some of Uncle Sam's gallant soldiers received a great many acres of this land at \$1.25 an acre for their pay. These soldiers soon disposed of it at a loss and sold the greater part of it to a man by the name of Peck at 75 cents an acre.

Peck was no farmer, but a speculator. It was he who owned the land on both sides of the river when our pioneers, Henry De Young, Roel Van Vuren, William Gouwens, C. Aarentse, Dominie (Reverend) Wuest, Peter De Young, Peter and John Killiwinger, and the Benscop families spread their tents on the prairies. They soon learned of Mr. Peck and asked him the price of his land. He was not under any compulsion to sell at a dollar what cost him 75 cents; he wanted to clear exactly \$2.00 on each acre. The Hollanders were no fools, for they knew better than Peck the real productiveness of the soil. So it came to pass that Van Vuren and Aarentse located north of the river, and De Young and Gouwens on the south.

It was no idle motive that prompted these families to set sail for American

shores; it was a stalwart enterprise that was to be crowned with eventual success. Before many months had passed great gardens and plots were laid out and a few rough-hewn implements were constructed by the most skillful men; where this was impossible, implements were purchased in Peoria Island.

Developments were in order, and before many months had passed enough land had been hewn in shape for temporary cabins to shelter the sturdy Dutch who had left their windmills and productive dairy farms in "Zuid" Holland, Netherlands, across the sea.

Flocks of ducks and chickens brought new life to the barnyards of the new settlers. The experienced dairymen were endowed with natural aptitude to make rich cheese and pure butter from the milk brought home by their lowing herds.

Although at this time Chicago was a city of only a few thousand, Blue Island, Thornton, and Homewood were already on the map as frontier towns, which served as trading centers for the newcomers to these parts. Means of transportation were scarce so that most of the commuting was at first done on foot. Trips were made to these towns for the purpose of trading in butter, cheese, and muskrat pelts in exchange for much needed groceries.

Amidst their gains and losses as well as their successes and failures, these colonists slowly made progress and improvement. In 1849 a frail bridge was built across the river. The Chicago and Eastern Illinois Railroad on which South Holland is located was not built until 1864.

COMMUNITY DEVELOPS

The marketing of farm products consumed a great deal of time. It took half a day and longer to prepare a load consisting of potatoes, eggs, butter, and sacks of corn, and sometimes a butchered calf or sheep. There was no time for sleep during the night; the farmer started out at 10:00 or 11:00 p. m., with his load

drawn by a team of oxen, so that he would reach Chicago by morning. It took about all day to dispose of the load. Tired and sleepy, the man and his team needed a full night's rest before his return journey. Late in the afternoon of the next day he finally reached home. The Eleven-Mile House on State Street was built in 1839. Here, in the early days, farmers would often stop overnight on their trips to the city to sell their produce.

Teunis Paarlberg, like others of his day in the 1860's, would go to market with his ox-team and later with his horses. The first day he went as far as his brother-in-law's who lived in Roseland, where the People's Store now stands, and spent the night there. The following day he went to market with his load, and again spent the night in Roseland, arriving home the third day. Thus the pioneers made the trip through the "Zwamp" (swamp) by day both ways. The Zwamp was north of 95th Street.

In 1849 a small church or meeting house was erected and every Sunday the members of a dozen or more families assembled for worship. The first general merchandise store on the north side of the river was opened in 1855 by Johannes Vanderbilt, and in 1862 Peter De Young started a store on the south side. In 1869 South Holland was granted the privilege of having its own post office. At first the mail arrived twice a week via the Dolton office, whence it was carried man-back to South Holland.

Although Low Prairie was settled in 1847 and named "South Holland" in 1869, it was not incorporated as a village until April, 1893. After the village was incorporated, the first president was Jan Schelling.

ONION SPECIALIZATION

From a beginning on a purely agricultural section, Thornton Township has developed as a composite community of farmers, suburbanites, and industrialists. General farming was practiced in the early

days but with the development of the metropolitan area, farmers began specializing. South Holland has become known as the "Onion Set Capital of the World."

The history of the onion plant in South Holland started about fifty years ago with such families as the Watermans, Peerboltes, Gouwens, and De Youngs. They used horses to plow the ground and planted the seeds by hand. In fact, all labor at that time was by hand. The help consisted of all available hands in the community; boys and girls worked before and after school, and housewives worked after their household chores were done.

About 1940 onion farming, like everything else, became mechanized; tractors replaced horses, and drilling machines planted forty to fifty pounds of seed per acre. In harvesting, one mechanical harvester with six men did the work of fifty hand laborers. Thus in the last ten to twelve years the horse has completely disappeared from the fields, and the removal of onions by hand is a thing of the past.

About this time, due to a labor shortage, a new type of laborers appeared on the scene — the Mexicans from Texas. They arrive in the area early in February and stay until November or early December. They bring their families and enroll the children in local schools upon arrival, transferring them to schools in Texas when they leave. More and more of these families each year become attached to local families, that is, live on their land and work for them the year around.

The biggest percentage of seed used in South Cook County comes from the Boise Valley in the State of Idaho. This seed is of high quality because of the type of soil, irrigation, and weather conditions; low humidity and dry air causes a bigger percentage of germination. The time from seeding takes about four months. At present there are four varieties grown in South Holland: Yellow Ebenezer, Red Wethersfield, Yellow Golden Globe, and White Ebenezer. A fifth, Australian Brown, has been discontinued.

The seed is shipped to distributors who act as wholesalers both for the seed and later the plants. The market for seed opens as soon as the frost is out of the ground and the farmer can make a seed bed. About 85 per cent of the onion sets of the world is produced in South Holland and South Cook County. These sets are grown commercially in about six weeks less time than if seeds were planted, and are called dry sets. About 75 per cent of these sets go into back yard gardens planted by the housewife for home use. This is the green onion but if allowed to remain in the ground becomes the large onion. These sets are sold to wholesale seed houses, hardware and grocery stores, who in turn sell to retail merchants. Onion sets are shipped from South Holland to all forty-eight states, Canada and other foreign countries.

The market on sets opens shortly after the first of the year with shippings to the Southeast and Southwest about February 1, extending West, Northwest, and North as the spring advances, usually ending about May 1. In an average year about one million bushels are sent from South Holland. Of course the market price is controlled very generally by the old law of supply and demand. In the past few years the price has been high because of the great demand. Many of the South Holland farmers buy the seeds from and sell the sets to the same wholesaler.

OTHER CROPS

The second crop of importance in this area is the tomato grown from plants furnished by Libby, McNeil, and Libby,

and the Campbell Soup Company. Plants are furnished to the farmer who is paid on a tonnage basis for producing and delivering the tomatoes to the plants. Here again Mexican labor is used; pay is by hamper of tomatoes. Tomatoes are brought by truck to receiving stations, trucks wait in line sometimes as long as 3 to 4 hours to be unloaded. In all there are about 4,000 acres of tomatoes planted in South Holland and South Cook County.

The third crop, sugar beets, is grown in the area for the Lake Shore Sugar Company. In 1951 there were about 2,000 acres produced and brought to receiving stations. Here again all labor, except the heading of the beets, is done by machinery.

Other crops of importance are of the general truck farm variety, such as carrots, radishes, cabbage, and spinach. The farmer sells most of these products on the Chicago Market. Many farmers also have small stands along the main highways. One can well see why South Holland has become not only the Onion Capital but a great produce center of the world.

After a century of existence the community of South Holland still remains a unique locality. On Sundays the gas stations give no service, the bowling alleys are barred, and all places of business are closed. The village tolerates no saloon or taverns at any time. Every Lord's day the church bells summon the people to worship in one of the five churches, which are filled to capacity for at least one service. It now becomes the task of the coming generations to continue the customs that label the community as "peculiar people."

The soul of our America is its freedom of mind and spirit in man. Here alone is human dignity not a dream, but an accomplishment. — Herbert Hoover

THE DAIRY INDUSTRY

In Our National Economy

ROLAND W. BARTLETT¹

UNIVERSITY OF ILLINOIS

THE dairy industry is one of the most important industries in our national economy. Ethel Austin Martin, Director of Nutrition Service of the National Dairy Council, tells us that studies show that milk, cheese, and ice cream supply three-fourths of the total dietary calcium and almost one-half of the riboflavin consumed by civilians in the United States as well as protein and food energy.² These foods, together with butter, also furnish generous amounts of vitamin A.

Dairymen in the United States produce over 118 billion pounds of milk annually to supply consumer demands. About half of the milk consumed in the country is used as market milk; over a fourth is manufactured into butter; about one-tenth is manufactured into cheese; the remainder is made into evaporated milk and condensed milk, ice cream, and dried whole milk. The utilization of milk produced in 1950 for human consumption in the various products is as follows:

| Products | Millions of Pounds Milk | Per Cent of Total |
|----------------------------------|-------------------------------|----------------------|
| Fluid milk and cream | 58,450 | 49.4 |
| Butter | 33,345 | 28.2 |
| Cheese | 11,680 | 10.0 |
| Evaporated and condensed milk | 6,940 | 5.8 |
| Ice cream | 6,270 | 5.3 |
| Dried whole milk | 1,560 | 1.3 |
| Total | 118,245 | 100.0 |

More than half of the milk produced on farms in 1950 came from Minnesota, Iowa, the east-north-central states, and the middle Atlantic states. About one-fourth of the total milk produced comes from Wisconsin, Minnesota, and New York. Wisconsin produced 13 per cent of

the total, New York 7.5 per cent, and Minnesota 6.8 per cent. Milk produced on the Pacific Coast amounted to 7.7 per cent of the total, or about the same quantity as was produced in New York State. Illinois ranked ninth among the states in production of milk — 4.3 per cent of the total production in 1950.

Milk and its products are important items in the family market basket. According to one study, the dairy industry ranks fourth among the major manufacturing industries in the United States, being surpassed by iron and steel, meat products, and motor vehicles.³ In foods, meat is the only product exceeding milk in amount of expenditures by consumers. For 1952 the estimated retail value of dairy products is \$8,900,000,000 of which farmers will receive around \$4,900,000,000 while about \$4,000,000,000 will go for distribution margins.

The proportion of the consumer's food dollar going to distribution varies with different foods. Thus from 1929 to 1951 the distribution share of the consumer's dollar spent for butter was 29 cents and for American cheese, 45 cents. For evaporated milk it was 59 cents. For market milk, the distribution share for home deliveries in 24 cities from 1929 to 1951 was 51 cents and for milk purchased at stores, 46 cents.⁴

Any business as large as the dairy industry requires a large number of people to produce, process, distribute, and to regulate the industry. In 1950, it is estimated

¹Professor, Department of Agricultural Economics, College of Agriculture, University of Illinois, Urbana.

²*The Milk Industry*. By Roland W. Bartlett. 15 E. 26th Street, New York, New York, 1946. P. 8.

³*Ibid*, p. 10.

⁴This is only a rough measure.

that it required 1,574,000 people to perform these services of the market milk industry alone. The estimated distribu-

tion of those earning their living in supplying milk and cream to Chicago consumers in 1940 is shown as follows:⁵

| Group | Number |
|---|--------|
| Farmers and Farm Employees | 33,964 |
| Non-Farm Groups: | |
| Union Members — Drivers and Plant | 4,400 |
| Truckers and Assistants — Farm to Plant and Country Plant to City Plant | 1,530 |
| 12,624 Licensed Milk Stores at 10 Stores per Man | 1,262 |
| 3,650 Cut-Rate Stores and Roadside Stands at 3 Stores per Man | 1,217 |
| Vendors | 634 |
| Executives, Foremen, and Non-Union Employees | 600 |
| Country Plant Workers | 500 |
| Employees of Farmers' Milk Co-operatives — other than country plants | 130 |
| Federal Milk Market Administration | 100 |
| Board of Health Employees | 100 |
| Total of Non-Farm Groups | 10,473 |
| Total | 44,437 |

About three-fourths of those earning their living supplying milk to this market are farmers and farm employees; one-tenth were union members, drivers, and plant employees.

The total quantity required of any food

depends upon the total population and the amount used per person. Changes in the population and the per capita consumption of dairy products in the United States is shown by five-year periods from 1910 to 1950:

| Year | Population— millions | Total Fluid Milk | Milk and Cream | Butter | Cheese— pounds | Evap- orated Milk | Con- densed Milk | Dry Whole Milk | Dry Skim- Milk | Ice Cream gallons |
|------|-------------------------|------------------------|----------------------|--------|-------------------|-------------------------|------------------------|----------------------|----------------------|----------------------|
| 1910 | 92.0 | 752 | 323 | 18.2 | 4.3 | 1.5 | 4.3 | .01 | NA | .4 |
| 1915 | 98.9 | 745 | 326 | 17.1 | 4.3 | 3.3 | 6.2 | .04 | NA | .9 |
| 1920 | 105.7 | 729 | 356 | 14.7 | 4.1 | 7.1 | 1.4 | .07 | .2 | 1.5 |
| 1925 | 114.3 | 792 | 347 | 17.9 | 4.6 | 9.1 | 2.5 | .07 | .4 | 2.0 |
| 1930 | 122.8 | 813 | 350 | 17.2 | 4.6 | 11.2 | 2.3 | .09 | 1.3 | 1.9 |
| 1935 | 127.3 | 799 | 336 | 17.1 | 5.2 | 14.6 | 1.5 | .13 | 1.6 | 1.6 |
| 1940 | 131.7 | 821 | 343 | 16.9 | 6.0 | 17.4 | 1.8 | .14 | 2.2 | 2.4 |
| 1945 | 141.2 | 804 | 432 | 10.9 | 6.6 | 16.2 | 2.0 | .37 | 1.9 | 2.9 |
| 1950 | 150.7 | 774 | 385 | 10.8 | 7.3 | 17.8 | 2.1 | .37 | 3.6 | 3.4 ⁶ |

During the past 40 years we have had a very large increase in the number of people living in this country. In 1950, according to the census of population, there were 152 million people in the United States, or 65 per cent more than in 1910 — 92 million. Between 1940 and 1950, population increased by 19 million people. This was the largest increase in any decade during which population records have

been available.⁷ This large increase in number of people has substantially broadened the market for dairy products and for other foods.

⁵Ibid, footnote 2, p. 115.
⁶Population from United States Census. Intercensal years based upon straight-line interpolation. Per capita data from U. S. D. A. Bureau of Agricultural Economics, *Milk Production on Farms and Statistics of Dairy Products, 1950*. Published February 15, 1951, p. 49.

⁷The first census of population in this country was made in 1790.

Looking ahead, the United States Department of Agriculture estimates that there will be 190 million people in this country by 1975, or 26 per cent more than in 1950.⁸ This sets forth a real problem for American farmers, including dairy-

men, to supply the needs of this great increase in number of people, as well as probable increases in per capita sales of many foods including some dairy products.

⁸U. S. D. A. Production and Marketing Administration. P. A. 191, December 1951, p. 3.

CAMP WORKSHOP DEVELOPS LEADERS

JOHN W. EMERSON

CHICAGO TEACHERS COLLEGE

CAN students solve their own problems? Our answer is "Yes!" Do extra-curricular activities really teach anything? Our answer is "Yes!" Is an away-from-campus program effective for some learning experiences? Again, our answer is a resounding "Yes!"

Recently a group of fifty students and six faculty members from the Chicago Teachers College attended a "Camp Workshop" in a woodsy setting forty miles from school. The entire Workshop, except for some administrative details, was student-directed. Students organized the two-day program of conferences and activities, selected and made arrangements with a professional speaker, decided what problems should be discussed, presented the talks and conducted the discussions, and are putting their solutions into action on the campus. The results of our Camp Workshop experience seem to justify the inclusion of such a program in the thinking of leading educators.

WHAT IS ACCOMPLISHED?

How does a camp experience help to develop a student's potentialities? One boy, when first asked if he would like to attend, jumped at the chance to "skip class." By the morning of the second day at camp, he remarked that he had learned more about school life and about his fellow students than he had ever learned

in school. He later ran for a class office and was selected by a student group to aid in organizing the next Workshop. He lost the election, but gained in understanding of his fellows.

How does a camp experience "teach?" The ability to work with other people and to respect their viewpoints is important for young teachers and should not be allowed to "just happen." One girl remarked, "I never liked _____ (a fellow student) before, but at the Workshop she



Talking It Over

had such good ideas I couldn't help liking her." Could a textbook list of "Desirable Teacher Attitudes" accomplish this?

In discussing school spirit, the group decided that one problem to consider was the orientation and welcoming of incoming Freshmen. A student group thereupon



Exchanging Viewpoints

organized and later presented a spirited class meeting for the newcomers, at which the Junior Class, as a body, spontaneously distributed penny lollipops as a gesture of good will between classes. Students are now working out plans for an even better welcome for next year's newcomers. Could the faculty or the administration have issued "directives" that would be as effective?

WHY A CAMP WORKSHOP?

You may ask if the same results could not have been achieved by a similar workshop held in school. In past years such programs have been presented at the Chicago Teachers College, but the very disadvantages of this plan have proved to be the advantages of a camp program. In an away-from-campus situation students are relieved from the pressure of class schedules, there is a freer exchange of ideas than in a "classroom" situation,

there are fewer outside distractions and a consequent emphasis on the problems at hand over a longer period of time.

We would like to say that a Camp Workshop is a panacea for all school ills, but of course it isn't. However, in areas of personal development or in orientation to school life, and in some subject areas where field trips are useful, an away-from-campus experience may be beneficial. More and more schools throughout the country, at all levels, are putting such



Refreshments!

programs into action. Some make a camp experience a week-long affair co-ordinated with the regular curriculum; others utilize local parks, day camps, and forest preserves for one day only. Differing school needs call for differing approaches to school camp possibilities.

Getting together is the means by which anything is accomplished. — Heinrich Pestalozzi

TRENDS IN MODERN MEDICINE

HAL KOME¹

NATIONAL SOCIETY FOR MEDICAL RESEARCH

TEN years ago the human heart was described by one eminent surgeon as a "surgical no man's land." More recently poliomyelitis was thought to be a virus disease, but no one had actually been able to prove it, much less do anything about polio. Only a few years ago scientists were unable to name or isolate the mysterious substance being secreted by the cortex of the adrenal gland. These, with other erstwhile medical mysteries, are no longer mysterious. They have been pushed aside and are now former frontiers converted into habitable scientific territory by an unsung and nearly anonymous army of men and women who work very hard in the nation's research laboratories. They and their animals, for animals are an inextricable part of the story of medical progress, have done more in some areas of medicine in the past ten years than was accomplished by all previous generations.

As teachers, all of you are undoubtedly interested in polio, and the news about polio is very heartening. Whereas a few years ago almost nothing was known about the disease, today a great deal is known about it, including, probably, how to control its outbreaks.

The first break in polio research came when scientists learned to isolate the virus that is the cause of the disease. This step was of critical importance, and without it little else could have been accomplished. Now, while the virus still can not be separated completely from the medium in which it grows, researchers have been able to list the three types of virus and to subdivide them. Also they have identified a number of organisms known as Cocksackie viruses which produce in animals diseases very similar to polio.

From this start came two essential branches of polio research. The first

branch was an attempt to grow the virus under laboratory conditions. At first this could only be done in the brains of live monkeys. Very recently the virus was grown successfully in monkey testicular tissue. Still more recently scientists in a commercial laboratory have succeeded in growing it in chick embryo.

The importance of this seemingly abstruse study can not be over-emphasized, for it is intertwined with the second branch of polio research, the search for an adequate vaccine. Starting with an empirical injection of dead polio virus into various experimental animals before injecting these same animals with the live virus, scientists have now proceeded to the point where human volunteers have been tested with a carefully prepared polio vaccine that appears to work very well.

Steps along this path have included successive testing of mice, rats, monkeys, and chimpanzees with the vaccine. A very important step was proving, on monkeys, that polio virus invades the blood stream before it makes its way to the nerves. Before scientists were sure of this fact they had no way of knowing what effect their vaccines were having, since these preventive substances are only effective in the bloodstream. Another important step was discovering that a vaccine which will prevent one type of polio will do nothing to prevent the other two types. This fact lengthened the amount of research to be done, but has increased possibilities that the results will be satisfactory.

The recent widely publicized gamma globulin tests in Houston and Sioux City were the outgrowth of the discovery that polio virus invades the blood stream. Gamma globulin is a component of blood known to be rich in antibodies. Scientists

¹Assistant Executive Secretary

theorized that it should also be rich in polio antibodies and thus provide a temporary immunity to children in whom it was injected. The tests, conducted on almost 100,000 children, seem very promising.

But the fact that polio virus can now be grown inexpensively is even more promising, since the vaccine is manufactured from the virus. This means that a practical mass polio vaccine will probably be developed within the next few years.

OTHER CHALLENGING FIELDS

Heart surgery is opening a whole field of challenging possibilities. Now world-famous are the series of operations devised at Johns Hopkins and Northwestern Medical Schools, among other places, to correct the congenital circulatory difficulties which produced "blue babies." These unfortunate infants, previously doomed to short, miserable lives, are being converted by the thousands into normal children. Caesar, pioneer dog in Chicago in the experimental techniques connected with this operation, is still alive and well at the age of ten and a great laboratory pet.

But "blue baby" operations were only the first step along the road of heart surgery. Many other heart ailments are now yielding to corrective operations. A Cleveland surgeon, for instance, has discovered a way to help the heart by rubbing it with a rough-edged instrument. His operation has been successful in the treatment of coronary thrombosis, the disease which causes sudden death by shutting off the heart's own blood supply. The laceration brought about by the rubbing causes the surface of the heart to scar, and in this scar tissue are a large number of new blood vessels. These supply the heart when the coronary artery fails. The technique was first worked out on dogs.

Recently the public was startled to read about machines called "artificial hearts" which had done the work of that organ during surgery. These machines had been

perfected on dogs more than a year ago. What they do, in essence, is to pump blood from a vein into the arterial network while the heart itself, perfectly dry, undergoes surgery. One of the newest of these machines, tried successfully on dogs but not yet on humans, replaces both the heart and lungs. Not only does it act as a pump but as an oxygen perfusion machine as well.

Rheumatic fever victims are being offered a new hope these days. One of the consequences of a siege of rheumatic fever in the past has been a deterioration of the valves separating the various chambers of the heart. Once these valves cease to function properly a continuous overstrain on the heart muscle develops, causing either untimely death or years of invalidism. Recently the first operation to replace these faulty valves was successfully performed in Detroit. The substitute valve consisted of a plastic ball inside of a plastic tube. Flow of blood through the heart in the normal way opened and closed the new valve, bringing relief from the previous overload. These plastic valves were first tried on dogs, at Albany, New York, and Washington, D. C. In fact, the original animals used in these experiments are still alive and well.

Cortisone and ACTH may now seem old news, having been brought to the public's attention more than three years ago. Actually, scientists are now discovering these drugs to be of more importance in helping them unlock the secrets of cellular behavior than they were in relieving victims of rheumatoid arthritis. Up to the present time both ACTH and cortisone have been manufactured exclusively from animals, despite long and expensive hunting to find some plant in which they could be found. Now, however, cortisone has been synthesized in the laboratory for the first time. This great news undoubtedly means that the drug will become much more readily available and much less expensive.

Another field undreamed of by scientists until very recently is that of organ trans-

plantation. Skin grafting is by no means new, and replacing of diseased or injured corneas has been going on for some years, but medical researchers are now fairly confident that in a few years they will know how to replace even major organs that have suffered damage. Already, of course, there are artery and bone banks. However, neither bone nor artery grafts "take" and remain in place as a substitute part. They function to provide a bridge over which cells from opposite ends of the injured organs can cross to reunite. Then the graft resorbs and disappears.

However, certain experiments indicate that more extensive work of this sort is well possible. A pair of researchers have reported for instance fair success in transplanting lungs from one dog to another. Another scientist has found a way to keep a second heart alive in a dog for fair periods of time. The greatest obstacle in this work is a mysterious factor known as tissue sensitivity. It is this factor that accounts for rejections by organs of tissues from another source, even though that source be the same organ from another animal of the same species.

We tend to think of diabetes as a disease about which everything is already known. Most of us know the story of Drs. Banting and Best, and Margery, the dog on which they performed their most vital experiment. Most of us know that insulin given by injection replaces that hormone in men and women suffering from its deficiency. What few people realize is that research into diabetes has never ceased, and that several interesting developments have arisen. The newest of these is the discovery that the pancreas also manufactures another hormone, as yet unnamed and not completely isolated. This second substance tends to act exactly opposite to insulin and is found in almost all of the present commercial preparations of insulin. Because of this latest discovery, future stock of insulin will be even more effective in counteracting diabetes, a dis-

ease from which over a million Americans suffer.

PROGRESS RAPID

From this rapid survey of a few of the most important fields of medical research, it can be seen that the picture in medicine is changing almost as rapidly as that in the other sciences. Biological researchers are constantly digging away, both on the level of the basic sciences and on the clinical level. What may appear to be a useless observation today, added to another seemingly useless observation, may be tomorrow's miracle drug or miracle machine. While the public little realizes the need for constant examination of known values, scientists themselves know that supposed axioms must be checked again and again, or the truth will remain hidden.

One last example. About two years ago, one of the large commercial laboratories in the Chicago area found themselves with a new drug on their hands. This drug would cause steady low-grade fevers. In an attempt to find out what part of the central nervous system the drug affected, the researchers blocked off various parts of the spinal cords and brains of a series of cats and dogs. After administration of the drug over a period of time the animals were killed by an overdose of anesthetic and then autopsied. To the amazement of everyone at the laboratory, the drug had caused the spinal cords of some of these animals to begin to regenerate. And, as the laboratory's medical director says, the spinal cord, once transected, can never grow again because it contains no Swann sheath cells. The medical director goes on to say that this fact was established in 1908 scientifically, and that he himself taught it in neuroanatomy classes for twenty-eight years.

Today, because a group of medical researchers took the trouble to check up on a seemingly indisputable fact, there is a bright picture of hope for the nation's paraplegics.

A QUARTER-CENTURY OF SERVICE TO AMERICAN SCHOOLS

EDWARD G. OLSEN¹

NATIONAL CONFERENCE OF CHRISTIANS AND JEWS

EACH year Brotherhood Week serves to spotlight our old world's Public Problem Number One: *human relations*. Our technological advances have catapulted us into the jet-propelled atomic age, but in our human relationships we are not too far out of the jungle. It was this terrifying social lag that H. G. Wells had in mind when he made his famous aphorism that "history is a race between education and catastrophe" . . . *education* and catastrophe, let us note.

Twenty-five years ago our schools and colleges were generally unaware of the field we now call intergroup education. Here and there a university offered a course in race relations, but that was about all. There were few committees on human relations in our school systems, and not a single official commission on human relations in any American city or state. The social and psychological causes of prejudice, bigotry, discrimination, and segregation were almost unknown. Behavioral relationships between life needs and cultural pressures were unexplored. Not a single workshop in human relations had been held. The Klan was still a frightful power. When Catholic Alfred E. Smith campaigned for the Presidency in 1928 a resulting wave of religious bigotry swept the nation. So great was the prejudice, so fearful its import, that three great Protestant Americans decided—in the true American tradition!—that organized educational efforts must be made to combat such hostility in the future. Their creation was the National Conference of Christians and Jews, in which they were soon joined by influential patriots of other faiths, such as Carleton J. H. Hayes, later United States Ambassador to Spain; and

Roger Straus, now chairman of the board of the American Smelting and Refining Company.

Beginning with a dream and a one-man staff in 1928, the National Conference has grown through these twenty-five years until it now maintains offices in some sixty American cities and has expanded into World Brotherhood in several European nations and in Hawaii. The Conference is a civic agency which uses sound educational methods to reduce prejudice and to help develop a climate of public opinion in which understanding, appreciation, and co-operation between peoples of all religions, races, nationality backgrounds, and economic statuses may become steadily more real, genuine, and effective. "Its central purpose is to promote the idea of brotherhood and to make respect for the individual a part of the normal, natural day-to-day activities of the American people. It fights bigotry, discrimination, and intolerance as diseases which seriously threaten the health of the nation, menace its democratic institutions, and weigh oppressively upon large sections of the population." In the words of the Conference's national co-chairmen, the NCCJ's function is characterized like this:

Brotherhood is more than a word, it is a unified desire of Catholics, Protestants and Jews to improve human relations for all people. The Conference program does not ask that you modify your beliefs, it only asks you to help combat moral and religious intolerance. Thomas E. Braniff, Catholic Co-chairman.

Men of all faiths can stand together in the field of education for brotherhood. In the World War II armies of democratic nations

¹Education Director of the Chicago and North Illinois Region

Jews fought beside Protestant and Catholic, and French and English beside Chinese. But the post-war world still faces such problems as discrimination, based on prejudice and intolerance, which deserve your earnest consideration. — Roger W. Straus, Jewish Co-chairman.

We have no way of knowing what prejudice and bias have already cost us in terms of human welfare and progress, but I can guess that it would stagger the imagination. Unfortunately, we cannot measure untapped human resources, lost opportunities and the bitter discontent which comes from repeated frustration. Success in overcoming these flaws in human relations is the real test of our spiritual strength and leadership. — Benson Ford, Protestant Co-chairman.

Through a quarter-century of intensive effort, the National Conference has known that the most powerful weapon against prejudice and bigotry is education, the kind of education that will help our children to grow up free of hate and be prepared to live and work amicably with one another.

To achieve this goal, the National Conference has made intergroup education through schools and colleges a major part of its program. This has been done through many avenues of service to the schools, chief of which have been, and are, these:

WORKSHOPS FOR TEACHERS

For a decade the NCCJ has been sponsoring or co-operating with American colleges and universities in conducting workshops in intergroup education. Last summer such workshops were conducted in twenty-five American universities, including Northwestern's Workshop in Human Relations which featured firsthand community experiences with Catholics, Jews, and Protestants; with whites, Negroes, and Orientals. To make widespread teacher attendance possible, the NCCJ last summer gave over \$28,000 in scholarship aid to 510 participants. The central purpose in every workshop is to help teachers improve intergroup relations in the classroom and in the community.

HUMAN RELATIONS DEPARTMENTS IN UNIVERSITIES

During the past several years Human Relations Centers were established with initial NCCJ subsidies to The University of Chicago; Teachers College, Columbia University; the University of Miami; and the University of Pennsylvania. These centers were designed to meet a triple professional need: research, intensive teacher education, and field service to schools and communities.

CO-OPERATING SCHOOL PROJECTS

In co-operation with the American Council on Education, eighteen elementary and secondary school systems across the nation (including the public schools of Hinsdale, Illinois; and the Laboratory School of The University of Chicago) carried on through several years a series of experimental intergroup education programs designed to develop and test more effective methods, materials, and procedures in this field. This project was made possible by financial support provided by the NCCJ, and was directed by Hilda Taba. *Intergroup Education in Public Schools* is the final report on this project; edited by Hilda Taba and published by the American Council late in 1952, this volume summarizes the varied programs in each of the eighteen co-operating systems, states the basic operating principles found to be most successful, and points clearly the curriculum implications for all schools. Six² outstanding supporting volumes previously issued have been accepted, approved, and widely used by teachers throughout the nation: *Elementary Curriculum in Intergroup Relations*; *Curriculum In Intergroup Relations: Secondary Schools*; *With Focus on Human Relations: The Story of an Eighth Grade*; *Sociometry in Group Relations*; *Reading Ladders for Human Relations*; and *Literature for Human Understanding*.

²Published by the American Council on Education with financial aid from the NCCJ.

COLLEGE STUDY IN INTERGROUP RELATIONS

What are colleges and schools actually doing in intergroup relations education? How can teachers be helped to promote understanding and goodwill among the diverse groups of pupils in their own schools? To answer these basic queries objectively 24 colleges, with their co-operating schools and community agencies, carried on during a four-year (1945-49) period over 200 experimental study-action projects. The study was directed by Lloyd Allen Cook. His two-volume report,³ *College Programs in Intergroup Relations* and *Intergroup Relations in Teacher Education* documents higher education's present efforts in human relations, and indicates clearly the nature and scope of effective procedure at this level.

PREJUDICE IN TEXTBOOKS STUDY

How are minority groups treated in the textbooks and courses of study used in American schools? Do these textbooks stimulate understanding—or prejudice? Are they fair? These also are major questions which require scientific analysis. To answer them, Howard E. Wilson directed a national study of Teaching Materials in Intergroup Relations which produced an extensive report: *Intergroup Relations in Teaching Materials*. This study was not a partisan plan for “better treatment” of Negroes or Jews or Catholics or Orientals or Mexicans or any other group, but it did analyze issues and materials in which these groups sometimes feel themselves offended or unjustly ignored. The report shows that intergroup prejudice is sometimes strengthened by our textbooks, often more by what they do not say than by what they do. Public Affairs Pamphlet No. 160 summarizes these findings in its *Prejudice in Textbooks*.

JOINT PUBLICATIONS

Another type of service to American educators has been joint publication with national education organizations. The NCCJ co-operated with the National Council for the Social Studies in publish-

ing its Sixteenth Yearbook, *Democratizing Human Relations*; with the National Council of Teachers of English in issuing a special Intercultural Education issue; and with the American Association of School Administrators in producing *From Sea to Shining Sea: An Administrator's Handbook for Intergroup Education*. All such co-operative ventures reflect the growing concern of leading American educators to make the profession count in the struggle for better human relations.

INTERGROUP EDUCATION PAMPHLETS

A series of some thirty new pamphlets, popularly-written yet authentic and practical, are currently being published by the NCCJ's Commission on Educational Organizations. Titles now available include

Readings in Intergroup Relations, by Helen I. Storen

The Resolution of Intergroup Tensions, by Gordon W. Allport

Brotherhood Week: What Can Secondary Schools Do?, by Prudence Bostwick

Feelings Are Facts, by Margaret M. Heaton

Role Playing the Problem Story, by George and Fannie R. Shaftel

Group Processes in Intergroup Education, by Jean D. Grambs

Teachers and the Community, by Harry Baer

Building Brotherhood: What Can Elementary Schools Do?, by Mary Beauchamp, Ardel Llewellyn, and Vivienne Worley

TEACHING MATERIALS

Numerous other pamphlets, as well as books, bulletins, reprints, posters, motion picture films, filmstrips, recordings, musical selections, and dramatic scripts are available directly from the Chicago office of the National Conference of Christians and Jews. Many are free or inexpensive items; film rentals are low. An order list is available upon request.

BROTHERHOOD TOURS

In Chicago, guided “Know Your Neighbor” field trips are conducted for school and college classes, teachers' associations, religious groups, community organizations.

³Ibid, 1950, 1951.

ons, and other organized groups who want to meet in friendly fashion people of other religions, races, cultural backgrounds, and economic statuses. Not sightseeing, not slumming, not commercial, these Brotherhood Tours help bridge chasms of prejudice, widen personal understanding, deepen sensitivity to democratic values, and stimulate constructive social action in school and community. Tours now available include:

- Chinese Life and Culture
- Japan in Chicago
- Our Negro Neighbors
- Judaism Today
- Protestant Centers
- Roman Catholic Centers
- Eastern and Greek Orthodox Churches
- Oriental World Religions
- Newer Religions
- Social Settlements
- Housing Old and New
- Human Relations Agencies in Action

YOUTH CONFERENCES

The conference sponsors day, week-end, and week-long conferences in human relations for both high school and college youth. The annual Intergroup Youth Conference in St. Louis for example, is now in its seventh year, bringing together for intensive fellowship a thousand or more high school youth of all races and religions. In southern California a high school leadership program has become an ANY TOWN, U. S. A., camp project involving hundreds of young people each year. Baltimore's high school conference held during Brotherhood Week attracted 2,500 students. Many such events have been held elsewhere. In Illinois, the schools of Kankakee, city and county, are co-operating this spring to stage an intergroup youth conference involving all high school seniors in the county. A representative conference for students of the metropolitan Chicago area is being planned.

College conferences are also extensively sponsored by the NCCJ. In Chicago, to illustrate, the 1952 College Conference on Human Relations brought together for a

vital week end forty-four students from nineteen institutions — teachers colleges; liberal arts colleges; universities and technical schools; Catholic, Protestant, and non-sectarian institutions. The Conference theme was "Using Community Resources for Better Human Relations." Staff consultants came from the following agencies: Anti-Defamation League, Catholic Interracial Council, Chicago Commission on Human Relations, Chicago Resettlers Committee, Council Against Discrimination of Greater Chicago, Chicago Urban League, and the NCCJ. Many of the students volunteered for further service with the NCCJ — as speakers, as committee members to plan the American Brotherhood College programs for the winter months, as a committee to plan a spring conference as follow-up, and as members of a group to produce dramatic skits. A similar conference is an annual feature in Southern Illinois and in numerous other localities.

PROGRAMS FOR PROFESSIONAL INSTITUTES

The NCCJ stands ready at all times to co-operate with school program committees and administrators in arranging challenging programs before district, city, and county professional meetings. Two illustrations may be mentioned. A year ago the Conference worked with the school systems of Blue Island, Chicago Heights, Glencoe, Joliet city and county, and Kankakee city and county to present as institute speakers an intergroup education trio: an anthropologist, a social psychologist, and an educator. Last fall all 1,800 future teachers at the Illinois State Normal University heard an NCCJ-arranged assembly trio speak on "Tensions of Our Times," followed by a two-and-a-half hour afternoon session which attracted 225 students for further discussion. In planning all such programs the Conference seeks to meet local needs through close co-operation with the sponsoring group.

CONSULTANTS

Many National Conference staff members are recognized educators, well-qualified by professional training and extensive experience to serve as consultants to school systems and higher institutions interested in developing more effective human relations curricula, classroom procedures, and instructional materials. Sometimes these persons act solely as consultants; often they are secured to conduct in-service education programs, to teach extension courses, and to direct or participate in summer workshops. Their services are readily available to educational institutions of all kinds: elementary and secondary schools, colleges and universities, public, private, or parochial.

INTERGROUP EDUCATION NEWSLETTER

The Chicago NCCJ office issues its *Brotherhood Education Newsletter* six

times a year as an information service to Illinois teachers and educators. Sent without charge upon request, the publication carries an events' calendar, new items, notes on new books, pamphlets and films, selective bibliographies, and practical suggestions to teachers and administrators.

This baker's dozen of NCCJ's professional services to American educators by no means exhausts the list. Many other kinds of practical helps are available. New types are constantly being developed. The purpose throughout is to help our teachers secure the professional training, the personal insights, the motivating interests and the tested tools for doing an even more effective job of improving human relations in their own classrooms and communities.

TRENDS IN SAFETY EDUCATION

VIVIAN WEEDON¹

NATIONAL SAFETY COUNCIL

WHAT changes are taking place in the classrooms of America as far as safety education is concerned? This is a question that is frequently asked me because of my fifteen years as curriculum consultant for the National Safety Council. This question can not be answered, in honesty, without first pointing out that there are certain biases which may invalidate the reply.

First, I have in no way attempted a scientific study; I report merely my observations based on visiting classrooms, answering letters from teachers, and talking with teachers at educational meetings. Second, as a staff member of the National Safety Council, I go into a classroom only when invited. Thus I see only classrooms in schools where there is an interest in, and often a problem relating to, safety education. Third, in the decade immedi-

ately preceding my association with the Council, I had a variety of educational experiences ranging from teaching a second grade to doing research in a university laboratory. These experiences left me with my own ideas concerning the direction of American education. My beliefs concerning these trends in general undoubtedly influenced what I saw in safety education. Finally, I am talking quantitatively. It seems to me, for example, that fourteen years ago there were fewer teachers who held wide definitions of safety education than there are today. This does not mean that there were none. In similar fashion, I believe that more teachers in more schools are today accepting responsibility for safety education. Fifteen years ago there certainly were many schools where each teacher had thought

¹Curriculum Consultant

through her contribution to safety education and was making it well. It is simply my contention that there are more, many more, such schools and such teachers today.

MORE INCLUSIVE DEFINITION ACCEPTED

The first noticeable change is the acceptance of a wider definition of safety education. Let me illustrate. Shortly after I joined the Council I was talking with an elementary school teacher from a community that I knew well. She mentioned some of the recent accidents in the village and I added, "Yes, and then there was the little Moore boy."

"Oh," she replied in all seriousness, "that was not an accident!"

Not an accident? My mystery reading addiction sent my mind racing. The Moore boy had lost a leg and an arm in a piece of machinery. Surely they didn't suspect foul play? But no. There was no foul play. It was just that my informant thought in terms of "traffic accidents" only. And she was not alone. In many schools I received, too truthfully, a report of the entire program of safety education with the words: "We have a school safety patrol."

This limited concept extended well beyond the elementary school. I remember some correspondence from a friend of mine and a college professor. He had written asking for a recommendation of a safety speaker at an institute he was planning. She submitted the name of a famous fire protection expert. His brusque reply was, "You misunderstood! This is a SAFETY institute, not a fire prevention institute!"

But it was not only traffic safety that "hogged" the whole show. I soon learned to listen patiently to whatever was told me and then to ask questions to fill in the gaps. Many teachers who were very proud of their "safety" education had gone deeply into teaching what to do after the accident but had given no attention at all to how to avoid it. Others were almost

entirely concerned with fire drills, and later with air raid drills. Others thought in terms of water safety only, playground safety only, or whatever happened to be their particular interest or, more often, I am sorry to say, what was most distinctly removed from what they regarded as their teaching responsibility.

ALL TEACHERS ASSUME RESPONSIBILITY

A second characteristic today, in my opinion, is an increasing acceptance of some responsibility for safety education by all teachers. Fifteen years ago I often was told: "If you are interested in safety education, you must talk to so and so. That's his responsibility."

"So and so" was often a playground teacher who was a playground teacher only, an industrial arts or vocational education instructor, a driver education instructor, a sponsor of the school safety patrol, or some other person who either had a specific responsibility for a specific part of safety or who had some personal interest in safety and had applied it so well to his responsibility in another teaching area that he had become known as the expert.

Today, I am much more likely to get the answer: "Well, of course, safety is one of the areas in which we all work. 'So and so' is chairman of the curriculum committee on safety." Or perhaps "So and so" is the school safety co-ordinator. But in every case, "so and so" seems to be considered as an advisor, or a special resource person rather than the person with sole responsibility.

Ten or twelve years ago I was talking with a fourth grade teacher. One of the children in her room had his arm in a sling and when I asked why, she not only did not know but said she thought it was no concern of hers because it had happened at home. Apparently it never entered her mind that there might be some relationship between the arm in the sling and some of the objectives of her teaching.

Even for those days such a teacher was

atypical. I am sure, however, that today there is increasing evidence that teachers are trying to learn more and more about their pupils and the pupils' experiences away from school, both to guide the teaching and to evaluate its results. I should be very surprised to find any teacher today who didn't know a great deal about any accident sufficiently serious to result in a bandaged hand regardless of where it happened.

Another response I used to hear frequently was: "Safety education in our schools is handled by the police department." Sometimes some other official or nonofficial agency was substituted for "police department," such as the fire department, the local safety council, the local motor club, or other civic group. So seldom do I run into that reply these days that when I did last spring, I was quite shocked. I had forgotten that it was more or less standard in my early days. Today most teachers say, "We have wonderful co-operation in our program." and they name this or that or maybe several official or nonofficial agencies. Or perhaps they say, "We are not entirely satisfied with our community co-operation. We are working on ways to improve it."

This development is, of course, closely related to the acceptance of a larger definition of safety education and it seems to me that increasingly individual teachers are realizing that accidents are a problem of our twentieth century civilization. These teachers are deciding whether or not they have a contribution to make in its solution. For example, the other day I was trying to think of a teacher who would have no responsibility for safety education. I selected a Latin teacher as someone as far removed as one could get and went in search of such a teacher. I put the question to her point blank: "You have no responsibility for safety education, have you?" She took so long to reply that I feared my question was so absurd as to have offended her, but when she did reply her answer surprised me.

"As far as teaching Latin, I guess you're right. Safety does not tie in with learning to read the language, in understanding the grammar, or in learning how various modern languages have developed therefrom. Perhaps what comes to my mind as safety education, you would not so consider. But I do believe we learn something about safety in my Latin courses.

"First there is the inevitable need to learn to handle our bodies before any learning can take place. At this age all students seem to have gangly legs, too long for the desks. These legs will stick out and become a tripping hazard. Then there's the dash for the door when the bell rings, resulting in clash of heads, tangle of arms, and sometimes actual falls. A piece of chalk left on the floor can cause a nasty fall. You know the type of thing to which I'm referring. At the end of even a semester of Latin, I believe my students have learned a little in this direction; they have become a little less barbarous. But then I can't take all the credit. They are getting help along this line in all their other courses. Again we have to learn a good deal of safety before we take a field trip."

"You take a field trip for Latin?" I asked, wondering where they found Romans with whom to converse.

"Oh, yes," she said, "and that leads me to the second place where I think we make a little contribution to safety education. I suppose it isn't essential to Latin but I believe proficiency in language comes easier if the students know something about the people. So we always make at least one trip to the Museum and one to the Art Gallery. In this aspect of our work, we often compare the values, the mores, and the practices of the Romans with those of the Americans today. If our civilization really prized human life as we claim, would we have the accident tolls we have today?"

MORAL ASPECT CONSIDERED

Such thinking on the part of teachers today leads directly into the next change

which I believe I have seen operating in the classrooms of the country. It is so subtle that it's hard to put your finger on it and yet I think it is really present in more and more classrooms.

Many years ago I wrote an article in which I asked if it weren't actually more criminal to kill someone by accident than it was by intent. I went further and defined the classes of accidents that I was including. Speeding and drunken driving were omitted on the grounds that most persons would agree that deaths resulting from such actions were in reality murder. Also omitted were such accidents that were the so-called "acts of God," those very infrequent, freak conditions which could not be foreseen and provided for. But included were such actions as "smoking in bed," "driving too fast for conditions," "failure to master the techniques of running a piece of machinery before operating," "failure to keep a hazardous piece of equipment in repair," and doing any one of the multitudinous actions which we know are accident causes.

The idea I proposed then was considered by most people as too foolish even to discuss. Murder was one thing, accidental slaughter quite another. Many people would not even discuss the concept with me or think of it long enough to realize that what they were saying in effect was: "It is all right to kill as long as you do not mean to kill any one particular person."

There are still too few people, in my opinion, who are willing to go all the way in accepting this concept that I outline. But many more are willing to discuss it with me and I seem to see something very similar to this concept creeping day by day into classroom procedure. Safety education has moved, I believe, from imparting a few simple rules and regulations to attempting to find a solution to one of the great social and spiritual problems of the day.

SEARCH FOR CAUSES OF BEHAVIOR

A corollary to the above change is so close that it might even be considered a part of the same movement. This is the emphasis on finding the reasons for accident-causing behavior and attempting to cure the difficulty rather than administering routine punishment of such behavior. Let me give an example.

Recently a young girl was involved in an automobile accident for which she seems to be wholly to blame. The word "teenicide" was bantered about by the unthinking portion of the community and the local high school came in for censure. The real facts of the case, as I recall them, were as follows: A year or so previously, when the girl had actually been a student at the high school, her English teacher had noted that in her responses to a vocabulary test she showed what seemed to be unusual signs of hostility. The teacher called in the school psychologist who followed up and decided that the girl was, in fact, in need of help. The opinion of the school psychologist was verified by a specialist to which the girl was referred by her family physician. She actually was hospitalized for a time and then released in the custody of her parents with the recommendation that treatment be continued. She did not return to school and so far as I've been able to find out the treatment was not continued.

The school, which had received uninformed censure in this case, actually is the one bright spot in the picture. It was not the school that failed. The fact that three people would be alive today had a cure been effected serves merely to show the potential value of the school in early diagnosis. Society must assume an equal responsibility for follow-up.

I have sketched four directions which I think safety education is taking in the classrooms of America. These four, of all trends in American education today, seem to me most uniquely tied in with safety education.

LEATHERCRAFT¹

WILLEY P. KLINGENSMITH

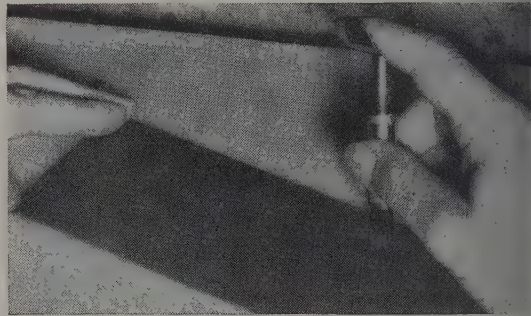
SUPERVISOR OF INDUSTRIAL ARTS²

HIDES and skins of animals have been used by man since the beginning of history. Prehistoric man used leather thongs to sew his clothing and tents, which were made from the skins of various animals, and to fasten a well-shaped stone to a stick to form a hammer. Articles of leather have been found in the ancient tombs of Egypt, giving us reason to believe that leather has been used since about 5000 B. C. Many references to leather are to be found in the Bible. Our word pecuniary comes from the Latin word *pecus* which means hide, indicating that the Romans at one time used leather as a basis for money. The American Indians were using leather when the explorers first arrived here; their method of making buckskin reached a high degree of skill. Not much was done in the way of decorating the surface of the leather in early times.

In more recent times much progress has been made in the tanning and dyeing of leather. Hides in a tannery are soaked in clear water, or a weak chemical solution, to remove the dirt, blood, and salt, and to make them pliable. They are then usually immersed in lime water to loosen the hair, then taken out and the hair removed

either by hand or machine. The hides are then put through another machine to remove the fatty material from the flesh side. Following this operation they must be delimed by washing and rewashing them several times; if complete deliming is desired they are soaked in an acid solution. They are then ready for the tanning process.

Leather is either tanned by the vegetable tanning process or the chemical process. In vegetable tanning, extracts from hemlock, oak, sumac or other substitute materials are mixed together. Each day more tanning extracts are added to make the liquid stronger. The hides remain in this solution until fully tanned.



Using the Swivel Top Carving Knife



Transferring a Design

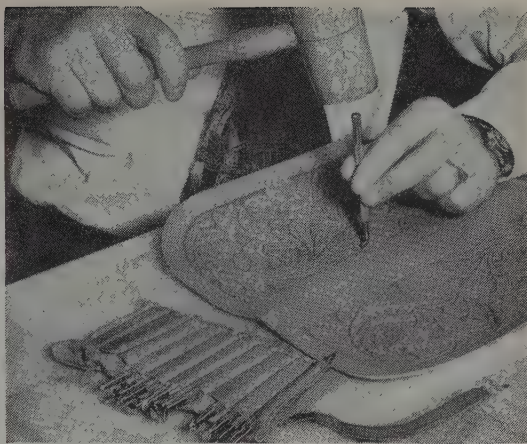
When the chemical process or chrome tanning is used they are immersed in solutions of common salt and acids to open the pores in the hides. Chrome salts are then added which penetrate very quickly all parts of the hides. Thus we have chrome tanned leather in a matter of a few hours; it may take months to produce vegetable tanned leather.

Some characteristics of leather have long been known. Moist leather subjected

¹Photographs by Murrell Tinsley; drawings by Fred O. Anderson.

²Chicago Public Schools.

pressure retains impressions. By utilizing this principle one may create various designs on the surface of leather articles merely using tools to exert pressure on the leather while it is in a moist condition, in leather tooling or stamping. Another characteristic of hides is that, in general, the older the animal from which the hide is obtained the thicker the leather, thus cowhide is thicker than calf skin. Thick leathers can be used for shoe soles, belts, and industrial uses. However, many times thinner leathers are desired. These are obtained by splitting the leather on a splitting machine, which can split leather to an accuracy of 1/500 of an inch. The air side of the leather is called the



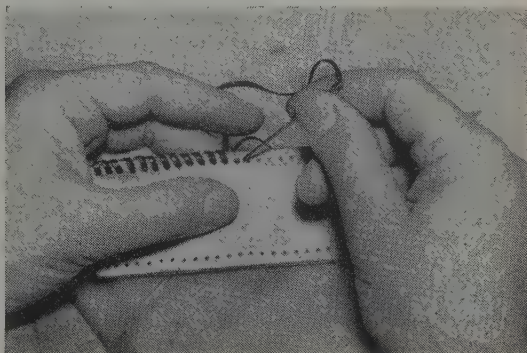
Stamping Operation

The above characteristics make leather particularly adaptable for craft work. The fact that moist leather lends itself to impressions under pressure of a tool means that stamping tools which have designs on them enable us to transfer almost any kind of design to leather. The most desirable kinds of leather for tooling or carving are natural calfskin or cowhide. Some varieties of leather are not suitable for tooling because of color, markings, and finishing; they are used for linings and trimmings. Leather and leather-craft tools are obtainable at craft and leather goods stores.

DESIGNING THE PROJECT

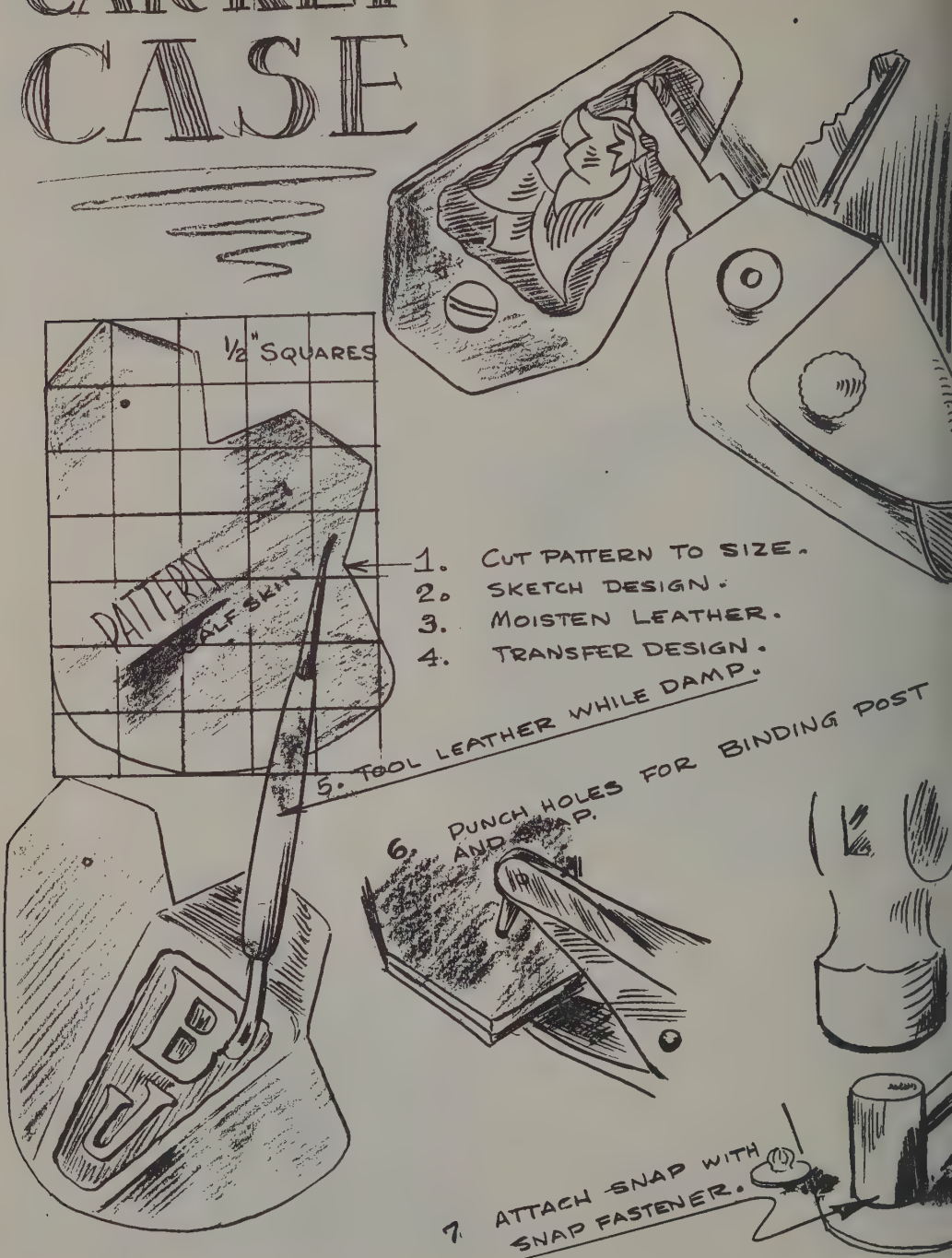
In making any article from leather it is first necessary to design the project, that is, determine the exact size and ornamentation.

grain." The top layer is called "top grain" leather and is a much better grade. The lower layers can be run through an embossing machine giving a simulated alligator, lizard, or natural cowhide. Another characteristic of leather is that it is soft enough to be sewed either by machine or by hand, and it is possible to punch holes in it for attaching snaps, rivets, or for lacing. Calf and goat skins lend themselves to a process called sueding; that is, the flesh side is put through a machine with a grinding wheel which produces an even, smooth, velvety nap on the inner surface. This is called suede leather and is used for linings and gloves.



Lacing the Overhand Stitch

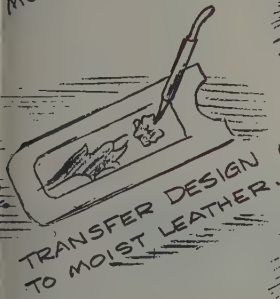
CAR KEY CASE



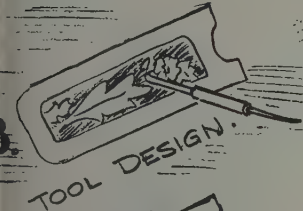
COMB CASE



MOISTEN LEATHER.



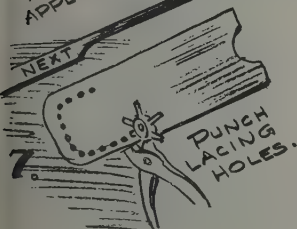
TRANSFER DESIGN TO MOIST LEATHER.



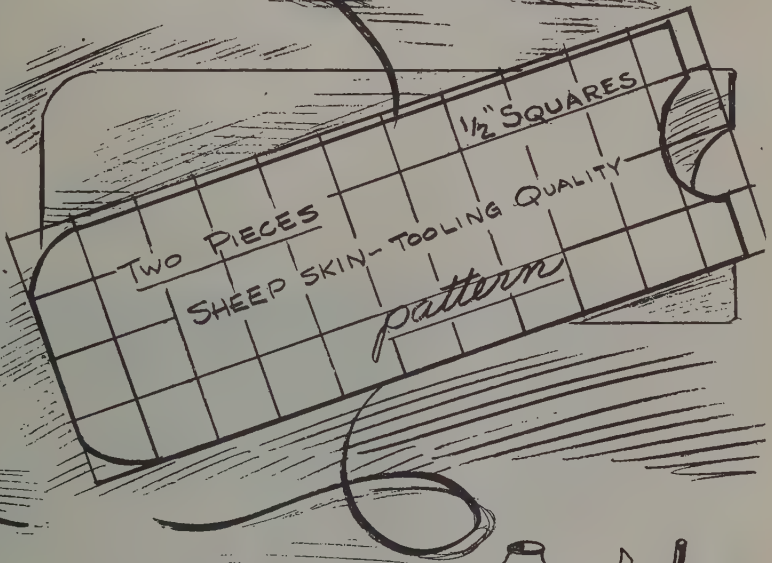
TOOL DESIGN.



WHEN DRY, APPLY DYE.



PUNCH LACING HOLES.



Two Pieces

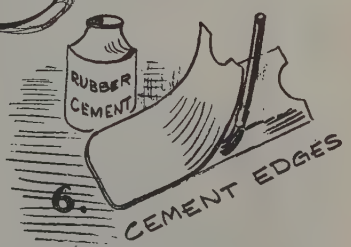
1/2" SQUARES

SHEEP SKIN-TOOLING QUALITY

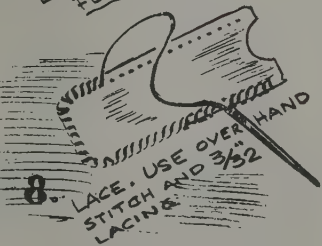
pattern



5. SKIVE BEVEL EACH PIECE, FLESH SIDE



6. CEMENT EDGES



8. LACE. USE OVER HAND STITCH AND 3/32 LACING.



9. FLATTEN STITCHES WITH Mallet.

tation to be applied. Any good design will reflect the particular technique the craftsman expects to use in the execution of the design. Thus a design for a wallet which is to be tooled will be wholly unsuited for leather carving and vice versa. For the beginner it is no doubt wiser to select a project which has already been designed and for which the exact size pattern has already been worked out. However, as one gains experience he will no doubt wish to make a project for which he can not find a suitable pattern and for which he must develop his own design.

Two drawings of projects are shown; one is of a car key case, and the other of a comb case. Also shown are photographs depicting some of the techniques fundamental to leather tooling, carving, and

stamping. The sketch of the car key shows a pattern drawn on one-half squares. The design can be worked on tracing paper and transferred to leather as shown in the photograph Transferring a Design. Outlines of design should now be tooled with modeling tool, as shown in the photograph Outline Tooling. Backgrounds may be treated in several ways such as stippling or tooling.⁴ In carving leather a carving knife is used to actually cut the top grain of the leather⁵ after which the live areas are depressed with a beveler. Backgrounds are usually stamped, as are the camouflage decorations; see photograph Stamp

³See photograph Outline Tooling.

⁴Obtained with the wide end of the modeling tool as shown in sketch of Car Key Case.

⁵See photograph Using the Swivel Top Carving Knife.



Leather Projects

operation. The drawing of the project comb Case shows the procedure in making a small leather project. The essential steps are:

1. Cut leather using pattern.
2. Moisten leather.
3. Transfer design to moistened leather using pencil, modeling tool, or tracer tool.
4. Tool design using modeling tool.
5. Dye leather. Project must be dry before any dye is applied. Follow manufacturer's recommendation.
6. Skive bevel on flesh side of leather so that outline edge will not be too thick.
7. Cement edges of case together. Rubber cement or liquid latex may be used. This is done to hold the component parts together during the punching and lacing process.
8. Punch lacing holes. This may be done with a lacing punch or a thonging punch.
9. Lace. There are many kinds of lacings and lacing stitches; the simplest stitch is the overhand. See photograph on Lacing the Overhand Stitch. Another popular lacing is the double button hole stitch which is shown on the brief case, secretary, and wallet in the photograph, Leather Projects.
10. Flatten stitches with mallet. This gives an even finish to the lacing.

11. Brush or polish with a soft cloth if more luster is desired.

In the photograph; Leather Projects, the comb case, car key case, and coin purse are tooled. The partially finished lady's hand purse on which the car key case rests is a stamped design. The other five projects are all carved. They combine designs made with the swivel top carving knife, bevelers, seeders, and various other saddestamps to get the desired effect.

Much impetus has been given to leathercraft by men in military service. Located in remote sections of the world, they have much spare time and many have become excellent craftsmen. In hospitals, too, much has been done with leather by patients who, though not bedridden, are confined for long periods of time. Many handicapped people become excellent craftsmen since most of the work does not require any great amount of physical strength. And for the normal individual, leatherwork provides a valuable hobby and a wise way to use leisure time to produce objects for personal use or for gifts.

American wealth and power are due not only to what our forefathers found here, but to the qualities and efforts they have applied to their inheritance. The traits that have contributed so materially to our greatness as a people and as a nation are personal traits, traits that must be consciously formulated and cultivated. — Herold C. Hunt

NOTES FROM THE FIELD

Hold High the Torch

AGNES CLARE GROGAN¹

BENNETT SCHOOL

IT isn't a bed of roses! When the nine o'clock bell rings, the books are in orderly rows a la Melville Dewey; the tables and chairs rest in peaceful unawareness of the day ahead; the clock ticks away the last few moments of silence and peace which the library will know for many hours. The teacher librarian devoutly hopes she is prepared for the onslaught of the eager, earnest, effervescent, and elusive clientele who await only the passing signal to spring into action.

Comes the signal—and I keep thinking of Longfellow:

A sudden rush from the stairway,
A sudden raid from the hall.
By three doors left unguarded
They enter my castle wall.

Of course they do enter through one doorway—but not to sit down as per oft repeated direction—but to “climb up into my turret” with questions which can not wait. With mixed emotions I am bombarded with the chant: “Did you save the new Betty Cavanna book for me?”, “Will you find me a book on training dogs?”, “I forgot my book; may I take out another one?”, “Could you find me a book as good as *Sawdust In His Shoes?*”, “Does Meader have any new books?”, “Where can I find some information on guppies?”, “Where?”, “Please?”, “Can you help?”. Patience! I keep telling myself, and as I try to answer each question, my young readers move toward the tables and shelves. Another day has begun.

There are book talks to be made, books to be mended, bulletin boards to be trimmed, more and more questions to be answered, stories to be told, reading cards and designs to be inspected and marked, reference problems to be investigated,

books to be charged in and out, and always books to be catalogued and cards to be filed. Come three o'clock and the top of the desk is a pyramid of unsolved problems. My mind harbors sardonic thoughts of a teacher who once blithely asked school librarian, “What do you do while the children read?”

Three o'clock—and the ten student helpers move faithfully in to adjust the shelves to Dewey perfection and the tables and chairs to neatness and order. The teacher librarian gathers up the shreds of her dreams plus some work slips and a new book or two to read into the night. The clock watches our departure and once again ticks off the solitary hours until we return to electrify the atmosphere.

It is no bed of roses—but surely it is flowers for the living. The faces of seven-year-olds as they listen to a story are breathless replicas of Sara Teasdale's “Children's faces looking up/Holding wonder like a cup.”

The rewards of a teacher librarian come in various ways. When gradually you make a readout of a youngster who sees no purpose in books you feel the hand of God on your work. When you change a one-sided reader with a single interest in sport stories into a discriminating user of all kinds of books, you experience the thrill of a missionary after a difficult conversion. When one child after another whispers shyly that fathers and mothers are reading their books, you have the feeling that you are part of a magical picture which no one can count all the figures involved.

So tomorrow the torch will once again be held high. By three o'clock the hand that holds it matters, but the heart that inspires it will be none the less resolute.

¹President of the Chicago Teacher Librarians Club

So often people say to me, “But what do you ever do with a medal?” It makes me smile a little inside myself, for it isn't what you do with a medal but what a medal does to you. I can't ever be quite the same again and I know that I must write in a deeper, truer way because of it.—Elizabeth Yates

NEW TEACHING AIDS

EDITED BY JOSEPH J. URBANCEK

CHICAGO TEACHERS COLLEGE

Contributors to this section are Muriel Beuschlein, Fred K. Branom, Henrietta H. Fernitz, Beals E. French, Joseph M. Goodman, Coleman Hewitt, Louise M. Jacobs, Philip H. McBain, James M. Sanders, Leonard J. Simutis, Shirley Stack, Irwin J. Suloway, David Temkin, Joseph J. Urbancek, and Janet Young

AUDIO-VISUAL SERVICE

Chart of the Correlation of Elementary and Junior High School Science Filmstrips. Free. Published by Jam Handy Organization, 2821 E. Grand Boulevard, Detroit 11, Michigan.

Thirty-four filmstrips in five series are charted in their relation to the subject matter found in the thirteen leading science textbook series for elementary and junior high schools. This chart, in book form, is easily interpreted and simple to use. Besides listing the filmstrips in series, the fifty-one textbooks by grade and series, it also gives page references for the related material in each of these texts. Whether the teacher uses a single science textbook or several supplementary ones, she can readily determine at a glance what correlated filmstrips are available from this organization and where she can find reference material in the other series. M. B.

FILMS

The following films are available through Encyclopaedia Britannica Films, Inc., 1150 Wilmette Avenue, Wilmette, Illinois:

Song Series: Selected Songs of Stephen Foster, Selected Songs of James Bland, Selected Negro Work Songs, and Selected Negro Spirituals. 16 mm sound. 4 films, each 10 minutes. Black and white, \$50 each. Produced and directed by W. Lee Wilder.

The films are a series which can be used together or separately in music classes to illustrate the folk music of Negroes and music written by Negroes. The four films utilize Negro singers singing both in groups and individually. The singing, on the whole, is well performed. However, a poor performance by a contralto is found in *Selected Negro Spirituals*—"Nobody Knows de Trouble I've Seen." The greatest weakness of the four films is the lack of realistic backgrounds. Can be used for all age levels. L. J. S.

Laws of Motion. 16 mm sound. 20 minutes. Color, \$100. Produced by Milan Herzog. Collaborator: O. W. Eshbach.

This film shows, in an interesting and practical way, Newton's three Laws of Motion. The theory behind each law is explained. The law of inertia is demonstrated by the use of moving billiard balls, stop-motion photography of automobiles, a flying

baseball, and a starting locomotive. The concept of acceleration, explaining the second law, is shown by moving diesel trains and by motion in a curve, thus bringing in the concept of centrifugal force. The third law, action and reaction, is demonstrated by laboratory equipment, the recoil of guns, and everyday scenes such as rowing a boat. A very useful film for science classes in high school or college. B. E. F.

The following films are available from Coronet Films, 65 East South Water Street, Chicago 1, Illinois:

Parliamentary Procedure. 1 reel. 16 mm sound. 11 minutes. Black and white, \$50; color, \$100. Educational Collaborator: Loren D. Reid.

A community meeting, consisting of people of various ages, considers the formation and operation of a safety council under Roberts' Rules of Order. The photography, action, and sound are excellent. As voices vary in an actual meeting, so too we find that all voices are not as clear as that of the narrator. All except secondary motions would be understood by the seventh grader. Pupils in junior and senior high schools, students in college, and adults will find this film highly instructive on parliamentary procedures. Highly recommended for club groups. H. H. F.

How Effective Is Your Reading? 1 reel. 16 mm sound. Black and white, \$50; color, \$100. Educational Collaborator: Ruth Strang.

Teachers who find in their eighth, ninth, and tenth grade students the habit of superficial sentence-by-sentence reading that results in failure to grasp total meaning will find this film a useful stimulus. It shows rather convincingly the importance of getting total meaning from a selection and demonstrates a few techniques which are helpful in the process. Also briefly mentioned are the various kinds of reading and their respective uses. Although the film suffers from the somewhat wooden acting so common to educational movies, its message is sufficiently well put across to make it a worthwhile investment for the average school. I. J. S.

The following films are available through McGraw-Hill Book Company, Text-Film Department, 330 West 42nd Street, New York 18, New York:

Problem of Pupil Adjustment—Part I, The Drop-Out. 16 mm sound. 20 minutes. Black and white, \$95.

This film, apparently intended for high school use, deals with a boy who drops out of school because he is unhappy and restless there. It depicts a youth,

three years after dropping out, who has difficulty obtaining a job because of his lack of a high school education. The film seems to employ a "scare" psychology for keeping high school freshmen and sophomores from dropping out. The writer doubts the efficacy of this approach. On the whole it impressed the writer as an inadequate treatment of the problem, since it fails to consider the underlying and background forces that lead to a student's unhappiness, restlessness, and dropping out of school.

Problem of Pupil Adjustment—Part II, The Stay In. 16 mm sound. 19 minutes. Black and white, \$95.

The Stay In, intended for secondary school teachers and administrators, portrays a visit to a high school that has a low dropout rate. Pupil participation is emphasized rather than textbooks or a "stay-in-your-seat" attitude. It shows how opportunities for self-expression, self-direction, and self reliance can be brought into the content areas and current problems of living. As a consequence, pupils tend to stay in school rather than drop out. In general the portrayal, though a glimpse, is fairly well done.

Importance of Goals. 16 mm sound. 19 minutes. Black and white, \$95.

This film depicts a thirteen-year-old boy who is successful in meeting home and community demands—goals—but has difficulty in meeting the academic demands of the school. It suggests that goals in the classroom must satisfy needs just as the home and community goals satisfy needs. These needs are the need for attention, the need for admiration, and the need for a feeling of belonging. The sequence seems to move spasmodically, with some good scenes but also some poor ones. It achieves its point, however, after a fashion. This is probably meant for teachers and school administrators at both the upper elementary and high school levels.

Individual Differences. 16 mm sound. 23 minutes. Black and white, \$100.

A teacher demonstrates first how a class is conducted without regard for the differences among the pupils and then shows how the class should be conducted taking these individual differences into account. One student is singled out to serve as an example of the results in both instances. This is probably intended for teachers at the elementary level. If so, many teachers may find the portrayal stiff and unreal.

D. T.

How to Catch a Cold. 16 mm sound. 10 minutes. Color. Produced by Walt Disney for Kleenex. Free through Association Films, 206 South Michigan Avenue, Chicago 3, Illinois.

Excellent for children and lay audiences who will consider it humorous. Presents a common sense view in explaining how to avoid colds, protecting other people, and the chain or progress of exposure with emphasis on covering sneezes and cough with, of course, disposable tissues.

J. M. S.

FILMSTRIPS

The following filmstrips are available from Popular Science Publishing Company, 353 Fourth Avenue, New York 10, New York:

Protecting Eyes at Work. 50 frames. Color. TOF 184. \$6.00.

This filmstrip attempts to stimulate eye-protection in the school shop. The presentation is done in both

positive and negative techniques and seems to hold the interest of the observers. Along with the right and the wrong things to do, with regard to eye safety are illustrations of many different kinds of eye protection devices for various types of shop work. The illustrations are very colorful and vivid, and the photography is excellent. A suggestion is offered on how to organize the school shop for effective eye safety. The filmstrip is principally designed for use in a large shop where there are a variety of machines available.

P. H. McB.

Machines In Our Industrial Life Series: The Evolution of Machines, 51 frames; *Care and Use of the Jig Saw*, 56 frames; *Care and Use of the Circle Saw*, 49 frames; *Care and Use of the Shaper*, 53 frames; *Care and Use of the Drill Press*, 50 frames; and *Care and Use of the Band Saw*, 53 frames. 35 mm. TOF 213-218. Color, \$6.00 each; \$31.50 the set.

The general outline of each filmstrip is as follows:

1. History of the machine
2. Nomenclature
3. How the machine operates
4. How to set up and use for various jobs
5. Review questions

This is an excellent series pertaining to machinery used in woodworking. It should be valuable at any level for teaching the principles or the use of the various woodworking machines shown. The photographic illustrations are very clear, and the excellent color adds even more to their clarity and vividness.

P. H. McB. and C. H.

Life Insurance. Four filmstrips. 35 mm. Black and white, \$3.00; \$10 the set. Color, \$5.00; \$15 the set. Produced by Audio-Visual Materials Consultation Bureau, College of Education, Wayne University. Available from The Institute of Life Insurance, 488 Madison Avenue, New York 22, New York.

These four filmstrips constitute an outline of basic life insurance. Teacher's guide accompanies each filmstrip. Usable in business training, social studies, home economics, and arithmetic classes.

How Life Insurance Began. 42 frames. Reviews the ubiquity of risk and traces milestones in the development of insurance: division of merchant cargoes by ancient Chinese merchants on the Yangtze River, emergence of the underwriters of Lloyd's of London, ransom insurance as the immediate forerunner of life insurance, early life insurance societies charging flat premium to all members regardless of age, development of the first mortality tables based on burial records, and the emergence of the modern insurance policy based on such mortality tables. Suitable for eighth grade, high school, and college. Pictures are clear and hold attention well. Captions are excellent.

Planning Family Life Insurance. 46 frames. Describes the family life insurance plan as an analysis of family needs and their relation to family means. Emphasizes the importance of a reliable insurance agent to assist in the planning. Describes the different objectives of such plans: immediate cash for survivors' expenses, family income, mortgage insurance, retirement income, loan value. The teacher will need to interpret these to students as alternatives rather than parts of the same policy. Distinguishes between death needs and life needs. Again emphasizes that needs change with age. High school level.

J. M. G.

How Life Insurance Operates. 44 frames. Emphasizes basic principles. Compares life insurance principle with operation of an imaginary book insurance plan. Illustrates the concepts of changing risk with changing age, term life insurance, ordinary life insurance, computation of the insurance company's risks and policy-holders' premiums. Color and illustrations do not stand out well. Attempted humor seems overdone. High school level.

How Life Insurance Policies Work. 44 frames. By pointing out differences between families, this filmstrip describes the four principal types of policies: term, straight life, limited payment life, and endowment, and illustrates the different benefits of these policies to different family groups. Some labeling is difficult to read because background is too dark. High school level. J. M. G.

The following filmstrips are available from the Ham Handy Organization, 2821 East Grand boulevard, Detroit 11, Michigan:

Seasons, Weather and Climate. A series of five filmstrips. Color, \$5.70 each; \$26.40 the set.

Our Earth in Motion. The rotation of the earth in relation to the sun, why we have day and night, and how the revolution of the earth gives us our year are clearly explained.

The Sun and Our Seasons. The causes of the seasons and the lengths of days and nights are shown.

What Is Weather? The factors which make up weather and the relation of weather to the activities of man are well illustrated.

What Makes Weather? Wind and the different types of precipitation are shown.

Climate. An explanation of climate and the ways in which it influences the activities of man are shown.

These filmstrips are excellent. They are adapted for upper elementary grades and the junior high school. F. K. B.

At Home and School with Tom and Nancy. Six filmstrips. Color, \$4.50 each; \$25.50 the set.

This series depicts some of the activities in which Tom and Nancy, primary grade twins, take part during the day. The pictures begin with the twins getting ready for school, show the safe way of getting to school, outline the work of the morning, and the lunch and play periods; a school birthday party and home activities conclude the series. Each frame is an attractive, colored photograph and should provide the primary teacher with a point of focus for classroom discussion of attitudes she is helping children to develop. The frames showing classroom activities would prove useful for pre-service and in-service classes for teachers, presenting teaching techniques and approaches to classroom problems. S. S.

LITERARY MAPS

Illinois Authors, 1952. By the Illinois Association of Teachers of English, Urbana, Illinois. Free to new members of the Association. Cost to

others: map only, \$1.50; two supplementary Bulletins, 50 cents; map and two Bulletins, \$1.75. Bulletins bound in cloth cover with map on thin paper in packet, \$2.50.

This pleasing pictorial wall map, 22"x34", shows the locale of various Illinois authors. Neat and uncluttered, it is attractive as well as informative. The bulletins contain brief biographical material concerning nearly 300 Illinois authors. Valuable for high school teachers. L. M. J.

MISCELLANY

Multi-Model Geometric Construction Set Literature. By Yoder Instruments, East Palestine, Ohio. 1946. Pp. 4. Drawings are by C. N. Schuster, Jr., of thirty-six arrangements of the Multi-Model Set that was developed by Herbert R. Hamley, Head of Mathematics of the London Day Training College, London, England.

The literature illustrates clearly arrangements and demonstrations possible with the set; suggests concisely for each of the two and three dimensional arrangements shown its particular application in illustrating problems in plane and solid geometry, trigonometry, mechanical drawing, science, college or modern geometry, plane and solid analytic geometry, and certain subjects in physics. The thirty-six drawings may well suggest ways and means whereby ingenious teachers, by the use of some very simple materials, can put life into the difficult parts of the subject of mathematics. J. Y.

NUMBER GAME

Spinno. A Game of Number Combinations. Available through The John C. Winston Company, Philadelphia, Pennsylvania.

A game designed for individual or group practice in mastering the number facts that involve the four fundamental operations. The device consists of a durable base with a center post over which may be placed any one of eight discs on either side of which are printed the number facts. Riding the center post is a removable hand which may be spinned when playing the game so that the pointer of this hand comes to rest over a number combination which the child is expected to recall. He can then check his answer by turning the shield, riding the disc, so that the opening in the shield exposes the true answer. This device should prove stimulating in initial learning as well as helpful for remedial work. J. J. U.

Many people think they are thinking when they are merely rearranging their prejudices.—William James

NEWS

EDITED BY GEORGE J. STEINER

CHICAGO TEACHERS COLLEGE

ADULT EDUCATION — Adult school classes enrolled an estimated 4,744,256 students during the past year, according to a recent nationwide survey conducted by the National Education Association. This represents an increase of almost two million in the past four years. Housewives comprise nearly one-fourth of the total enrollment, and another fourth is made up of skilled, semi-skilled, and unskilled workers. A little over 17 per cent of the total number enrolling in adult classes are business and office workers.

Leland P. Bradford, director of the NEA Adult Education Service, attributes the new interest in adult education to the change in that program. He declares that public school adult education has moved far from the position of repeating the elementary and secondary program to one in which its curriculum ranges widely to meet adult needs. Classes in civics and public affairs were most popular with adults. Safety and automobile driving education is the second most popular field. The smallest increase in interest was reported in the area of general academic education, and vocational and commercial education.

Enrollments in adult education classes are increasing almost three times as fast in smaller cities as in the larger cities. School systems having a director of adult education were found to have larger and more comprehensive programs than cities lacking such an official. The most controversial issues facing many groups of public school adult education people today are questions about the inclusion of recreational activities and the payment of fees.

DING-DONG SCHOOL — This remarkable program began on NBC's Chicago television station, WNBQ, on October 3, 1952, and in a few weeks soared into a popularity beyond the expectations of its creators, Judith C. Waller, NBC's Chicago Director of Public Affairs, and George Heinemann, WNBQ Program Manager. Since November 24, 1952, the program has been a network feature on Monday through Friday from 9:00 — 9:30 a. m. CST.

There is no question of the need for a program aimed at pre-school children, the three to five-year-old group. Ding-Dong School has been described as a kind of nursery school, a program engaging the active participation of pre-school children and one in which they can completely lose themselves in the fascination of attending their own school. There is but one person on the pro-

gram, "Miss Frances" who is actually Dr. Frances R. Horwich, chairman of the Department of Education of Roosevelt College. She brings to her television program an extensive experience as teacher, counselor, and administrator in early childhood and elementary school education. But even more important than her ability and experience is her personality and the wonderful contact she makes with her young audience. When one considers the number of children of pre-school age and the small percentage who attend nursery schools, it is clear that Ding Dong School has a vast potential audience for whom little has yet been done in television. According to Dr. Hunt, General Superintendent of Chicago Schools, "Educational programs of this type bring television to the status it should rightfully enjoy."

The comments from mothers and from the children themselves are universally enthusiastic and the flood of letters has been amazing — 3,000 in one day. Many of the comments from mothers claim that they learn how to manage their pre-school children by watching the methods employed by Miss Frances.

EDUCATIONAL TV — Commercial radio interests throughout the country are trying to upset the Federal Communications Commission order setting aside 242 channels for non-commercial educational use, according to Frieda Hennock, a member of the FCC and a leading supporter of educational television. But public opinion, she states, is almost 100 per cent in favor of educational TV.

Mayor Zeidler of Milwaukee, Wisconsin, whose efforts to obtain a construction permit for channels have been opposed, believes the opposition is "generated by commercial radio stations that want a TV channel for themselves." He suggested that the struggle for a free and untrammelled opportunity for education has been a long one and apparently is not over. The right of educational systems to radio and TV must be established now. In an address before delegates to the New York Educational Television Institute, which met in November in Schenectady, Dr. William Jansen, superintendent of schools of New York City, commented on the time, funds, and organization necessary prior to the actual contracting for a television channel. Dr. Jansen said that he doesn't believe we should be put in the position of either taking channels now or giving them up forever. The Federal Communications Commission should

like the position that some stations should be reserved for all time for the public.

While many obstacles are being encountered, progress is being made in the field of educational television. The Office of Education, Washington, D. C., reports that an informal survey this fall revealed that 86 colleges and universities, 30 school systems, and 5 medical schools are producing television programs to help carry on their work. In addition, some 200 more institutions are equipping classrooms and laboratories to receive television or are wiring to pick up programs from their own classrooms. As of October 15, 1952, 14 applications had been presented to the FCC for construction permits to operate stations. These are to come out of the 242 channels set aside by the FCC last spring for the exclusive use of education on a non-commercial basis. The trend seems to be toward state-wide networks for education. Fourteen states already are operating or planning such hook-ups.

THE FIFTH ANNUAL CHICAGO AREA CAREER CONFERENCE—Co-sponsored by the Chicago Sun-Times, the Illinois Institute of Technology, and the Chicago Technical Council, this conference will be conducted on Saturday, April 18, at the Illinois Institute of Technology.

The conference endeavors to acquaint young people, by contact with men and women actually engaged in each vocation and successful in their fields, with the personal and training requirements of the occupation, with its advantages and disadvantages, its rewards and responsibilities, and its occupational trends and opportunities. The conference aims to provide this information early enough in the student's career so that he can take advantage of it in planning his future training.

By providing contact with vocations of alternative interest in one place and in a short period of time, these sessions aid the undecided student to make comparisons which will aid in his ultimate choice. In addition, it opens new occupational possibilities of which young people may not be aware. However, the conference does not intend to provide personal advice or individual counsel. It believes that such consultation should be reserved for professional advisors and counselors who utilize personal information about and insight into the student, which is not available to the individual panel participants of the various meetings.

Following is the program offered to high school students of the Chicago area on Saturday, April 18, 1953:

9:00—9:50 A. M.—GENERAL SESSION

10:00—11:50 a. m.

Art—

Commercial Artist
Industrial Design
Interior Decorator
Photographer

Agriculture—

Farm Manager
Forester
Horticulturist
Veterinarian

Engineering (Section I)—

Chemical
Civil
Electrical—Electronics
Mechanical
Metallurgical—Mining

Home Economics—

Commercial
Dietician
Teaching
Textiles and Sewing

Medical Science—

Dentist
Physician and Surgeon
Psychiatrist
Osteopath

Merchandising—

Advertising—Sales Promotion
Purchasing
Selling (Industrial)
Selling (Store)

Music—

Professional
Teaching—Private
Teaching—School

Pharmacy—

Prescriptions
Sales

Physical Education—

Athlete
Coach
Recreation
Teacher

1:00—2:50 p. m.

Architecture—

Business Structures
Engineer
Private Homes

Engineering (Section II)—

Food
Instrument
Quality Control
Safety

Finance—

Banker
Economist
Insurance
Investment Broker

Health Services—

Beautician
Chiropodist
Chiropractor
Optometrist

Library Science —

Industrial Librarian
Public Librarian
School Librarian

Nursing —

Institutional — General Bedside
Private Duty
Public Health

Professional Entertainment —

Ballet
Cinema
Radio and Television
Stage

Social Science —

Economist
Political Science
Social Worker
Sociologist

Technicians (Section I) —

Aeronautical
Automotive
Laboratory — Chemical
Radio and Television

Therapy —

Handicapped Children
Music
Occupational
Physical

3:00 to 4:50 p. m.

Biological Science —

Bacteriologist
Biochemist
Biologist
Medical Technologist

Industrial Management Law —

Accounting
Corporation
Criminal
General Counsel
Industrial Engineer
Personnel
Traffic — Transportation

Psychology —

Clinical Psychologist
Industrial Psychologist
School Psychologist

Secretarial and Stenographic —

Bookkeeping
Clerical
Secretarial
Stenographic

Religious Careers —

Catholic
Hebrew — this panel will not be included because the Conference is being held on the Jewish Sabbath
Protestant

Teaching —

College
Elementary School
High School

Technicians —

Air Conditioning
Construction
Draftsman
Electrician
Heating
Plumbing

Writing and Journalism —

Books
Magazines
Newspaper
Public Relations

JUVENILE DELINQUENCY — The U. S. Children's Bureau is engaged in a study on new trends in juvenile delinquency. At a recent conference in Philadelphia, the Youth Study Center of that city pointed out three new trends in delinquency:

1. Increased seriousness in the type of juvenile crime. Boys of ten are now committing the type of burglaries and hold-ups that boys of fifteen or sixteen used to do; boys of fifteen are being arrested for the kind of crimes that had been committed by youths of twenty.
2. An increased percentage of emotional disturbance in delinquent girls.
3. Evidence that these youth were increasingly unable to maintain a pattern of continued progress toward a chosen goal. "If they can't maintain such a pattern, they will be open to any subversive influence in the community," the conference was told by E. Preston Sharp of Philadelphia. Mr. Sharp estimated that more than 50,000 children and perhaps as high as 100,000 are detained in jails in this country.

NATIONAL CITIZENSHIP CONFERENCE — Ex-President Truman told delegates to the Seventh National Citizenship Conference which met recently in Washington, D. C., that it is their job to make the ideals and principles of Americanism clear to all people. The success of our institutions depends on a clear understanding of what our democracy is, what its foundations are, and where it is strong and weak. The address ended with the statement "Free government is based not only on morality, but also on reason."

This was part of the first official observance of Citizenship Day, new annual patriotic day by act of Congress. Approximately 1,000 delegates representing 600 public and private agencies throughout the nation attended the three-day conference sponsored by the United States Department of Justice and the National Education Association. Young people representing various youth organizations throughout the country took part in panel discussions and participated in the discussion groups. Among the conclusions reached by the eighteen discussion groups were:

1. Young adults, for many reasons, either do not or cannot exercise their rights as citizens.
2. The enjoyment and exercise of constitutional rights and privileges is fluid and not static. Rights and privileges change and develop as conditions change and as new problems arise.

3. Good citizens are physically and mentally healthy.
4. A community is not a group of buildings; it is a group of people. A community flourishes only when its citizens work constantly to improve it.
5. A citizen's responsibility is to his own community as well as to his nation.

NATIONAL FEDERATION OF MUSIC CLUBS — In cooperation with the National Broadcasting Company, the National Federation of Music Clubs inaugurated a series of new programs on January 1, 1953. Entitled "Youth Brings You Music" the program will feature each week young musicians from a different state chosen by each State Federation of Music Clubs. All performers will be non-professionals and will include both instrumentalists and vocalists.

Heard on Sunday over NBC radio from 3:15-3:30 p. m., EST, the schedule from March through April is:

| | |
|----------|----------------|
| March 1 | North Carolina |
| March 8 | Utah |
| March 15 | Minnesota |
| March 22 | Washington |
| March 29 | South Carolina |
| April 5 | Massachusetts |
| April 12 | New York |
| April 26 | Florida |
| April 26 | Colorado |

OPERATION "EDUCATION" — American educators who are overwhelmed by the 100 per cent increase in school enrollment can count their blessings after learning of the Tokyo-American school system, which has experienced an increased enrollment of over 1,000 per cent in the seven years of its existence. Designed to facilitate the education of dependents of Security Forces personnel, the Tokyo school grew from one school with an initial enrollment of 167 students to a pack of 5 schools with over 2,000 pupils.

Major Fred C. Streng, former superintendent of schools in Saratoga, Wyoming, heads the system which now boasts a staff of 95 elementary and high school teachers. R. W. Peterson, former superintendent of schools in Phillipsburg, Kansas, serves as assistant director and technical advisor;

Dr. R. B. Patin, director of dependent schools, G-I Section, Federal Economic Commission, issues the directives which outline the schools' course of study. Teachers are carefully selected on the basis of ability and background and are screened through a nation-wide recruiting program. Qualifications for both teachers and principals are high.

The school calendar for T. A. S. is comparable to that maintained by similar statewide educational systems. The school is a member of the North Central Association of high schools, colleges, and universities. Major Streng has been authorized to give college entrance examinations to all high school students in Japan.

T. A. S. has two well-organized, capable PTA's. It also has a school board that acts in an advisory capacity for the system. Cafeterias serve well-balanced luncheons to the students at a minimum cost, and the system transports students to and from school over thirty-three routes throughout the Tokyo area in buses furnished by the Command's Motor Center.

OVERSEAS TRAINING AND RESEARCH — Eighty-three recent American college graduates have been awarded an aggregate of \$473,850 by the Ford Foundation Board on Overseas Training and Research. These awards will enable them to initiate or continue studies on various problems concerning Asia and the Near and Middle East. Many of the recipients will spend from one to three years in the countries they are studying. Others will carry out their projects in American universities.

The purpose of this program is to stimulate increased knowledge of certain foreign areas and to help meet the urgent need throughout those critical areas for large numbers of men and women well qualified in business, education, agriculture, labor relations, and the professions. This is the first year of the Ford Foundation's overseas program. No decision has yet been reached regarding the possibility of continuing it for a second year.

Education makes a people easy to lead but difficult to drive; easy to govern but impossible to enslave. — General Omar N. Bradley

PERIODICALS

EDITED BY PHILIP LEWIS

CHICAGO TEACHERS COLLEGE

"Spelling Attack: A Plan for the Tenth Grade." By Thelma L. Cooley. *The Clearing House*, November, 1952.

In the belief that high school sophomores are unusually vulnerable to a concerted attack upon their faulty spelling habits, Miss Cooley developed a speller designed to meet the special needs of her school. Many of the ideas exploited can be reused in modified form in most programs. The author generously offers complimentary copies to readers requesting them.

"What Are Textbooks Good For?" By John E. Warriner., *The English Record*, Fall, 1952.

Textbooks do have a place in the classroom, but their intended functions have been subject to many abuses. Major among these mis-directions are the teacher's dependence upon them for motivation and instruction as well as for a course of study. Texts are held to be storehouses of resource material—illustrative items, drill exercises, and a conveniently accessible reference source. Materials should be selected as needed by individuals and groups to meet varying situations and demands, but not necessarily in the sequence or scope contained in the book.

"What Should We Teach About International Affairs?" By Willard E. Givens. *The School Executive*, December, 1952.

Executive Secretary Emeritus Givens of the National Education Association makes a brief but effective plea for teaching American children about international affairs. This cause is seen not merely as an embellishment of the curriculum, but as the responsibility our democracy has to furnish leadership and understanding for much of the world today. A list of applicable suggestions, assembled from the contributions of one hundred distinguished American leaders, gives clarity to the program.

"Too Young To Choose?" By Annie Laurie Keyes. *Educational Leadership*, October, 1952.

An instructional supervisor shares the observations made during her visit to a first grade classroom; children demonstrate that they can make choices and arrive at considered judgments even at this level. At least partial answers are given to the problems of assisting youngsters in the problem-solving process and in creating an environment in which they are challenged to think.

"You and the Public." By J. Lloyd Trumbull. *Illinois Education*, December, 1952.

On the basis of extended study, the author substantiates the view that communication between teachers and parents is not nearly what it should be, and usually takes place when there are problems to be solved. It is further held that the outstanding effort to improve these relationships is the PTA. Here, however, a paradox exists—neither the parents nor the teachers are certain to what the functions of the organization should be. A statistical breakdown of what actually transpires at the average PTA meeting is given but more important are the suggestions listed for future action.

"Portrait of an Educational Statesman." To be by Ben Willet to Henry C. Jensen. *The American School Board Journal*, December, 1952.

An inspiring story of the behavior and philosophy of a fictional school administrator who possesses all of the desirable human and professional qualities is related in a brief and pointed manner. The situations dealt with have universal appeal and meaning for the educator and effectively supply solutions that can be applied locally.

"First School." By A Staff Writer. *The Saskatchewan Bulletin*, Canada, September, 1952.

Designed to be helpful to the brand-new teacher in connection with her first assignment, this symposium of advice and guidance will also provide nostalgia for the experienced instructor. An intriguing side-effect results when the reader analyzes the points set forth in terms of a personal philosophy.

"I'm Not Coming Back This Year." By An Anonymous Teacher. *Social Education*, November, 1952.

Although successful by most professional standards, this veteran instructor voluntarily chooses not to return to teaching because he feels local conditions do not permit sufficient freedom to teach. The usual subtle and a number of other not so subtle pressures have taken over in the school system to restrain through fear and inertia the enthusiasm, spontaneity, and feeling of security essential to underwrite genuine interaction between teacher and pupil. The recital of incidents detrimental to morale and instructional efficiency is sobering indeed.

"Let's Be Sensible in Reporting Pupil Progress." By J. Willis Owen. *Michigan Education Journal*, November, 1952.

Attempts to modify or change the traditional report card have been made by many schools and the results are well known to the profession. The experiment described here is unusual enough to merit interest and attention. Knowing that all parents in a community will not immediately welcome the parent-teacher interview in lieu of the formal report, a system of education was instituted along with a periodic ballot for the parents. Choice of alternatives given included: (1) the traditional card; (2) parent-teacher interview; (3) no report; and (4) a combination of formal report card given only after the interview. Regular checks revealed a progressively higher percentage of parents requesting the interview.

"Some Sociological Factors in Language Development." By John J. DeBoer. *Elementary English*, December, 1952.

A comprehensive summary of research findings and professional discussions concerned with the sociological factors operating in childhood as they influence language development. This well-documented analysis concerns itself with such vital factors as bi-lingualism, social stratification, economics, and mass media of communication. The entire problem of language development is seen in its broader and more complex connotation and attempts to provide the perspective needed for effective work in the field. The accompanying bibliography taps a great deal of the pertinent contemporary findings.

"Challenging the Gifted Student." By Inez Kelly. *School Life*, November, 1952.

The educational focus is steadily shifting to include more adequate provision for instructing and challenging the above-average student. Typical of this trend are the steps taken by a high school mathematics teacher to exploit the potentialities of her students. Aptitude testing and special classes are only part of the approach. Supplementary project assignments, correlated science investigations, a mathematics club provide additional stimuli.

"Hold That Audience." By the Issue Committee. *Adult Leadership*, December, 1952.

Meeting planners and individuals interested in advancing purposes for which meetings are held will be concerned with the analysis of the strengths and weaknesses of the average mass session. Although audience passivity is tagged as Public Enemy Number One, many other factors are presented and identified. The closing statement distinguishes between the idea of democratic

involvement of the audience as against manipulation of the group for selfish purposes.

"Mass Media Education — A Challenge." By Molly A. Bruckner. *The Journal of the AER-T*, December, 1952.

Much has been said in behalf of mass media productions by educators, but here another side is exposed for analysis. Suggestion is made that teachers promote anti-commercialism in an effort to remove their amateur productions from competition with the more polished and effective professional counterparts. Instances are cited to strengthen the indictment, but the value of the article lies in the remedies advanced.

"Teaching Reading the A-V Way." By Hubert J. Davis. *Educational Screen*, December, 1952.

It is a matter of personal reaction to agree or disagree with the author's statement that, "Reading has become the most over-emphasized and undertaught subject in the curriculum." However, many of the techniques illustrated and described in the article are worthy of inspection and application to reinforce methods now in use. The "A-V Way" is broadly interpreted to include such devices as the flannel board, projected materials, recorded sources, and printed materials, as well as the more familiar devices.

"Unanswered Questions about A-V Education." By James Binney. *The Clearing House*, October, 1952.

The relative effectiveness of movies, radio, and comics in terms of permanence of learning is questioned as compared with the written word itself. Likewise, the current emphasis on multi-sensory instructional materials gives rise to doubt as to their efficacy as far as the author is concerned. The results of a limited survey show possible but unsubstantiated conclusions in this direction. Many of the questions raised, however, suggest a need for re-examination of current methods of utilization of A-V items.

"Growing Up Professionally." A Report by The National Commission on Teacher Education and Professional Standards. *The Journal of Teacher Education*, September, 1952.

Encouraging developments and marked progress permeate the recital of activities of this NEA Commission during the year 1951-52. Definite evidence of increased recognition of teaching as a major profession is set forth in a convincing manner. Statistics and descriptions deal with such areas as the up-grading of professional standards, creation of a national council for teacher accreditation, salary recommendations, publications and research, and interstate reciprocity compacts in teacher certification.

"The Office of Education in Its 85th Year." By Elaine Exton. *The American School Board Journal*. December, 1952.

It is a revelation to discover the manifold functions and services now connected with this federal office. The staff has grown to include 219 professional members with an equal number of clerical workers during the 1952 fiscal year. Congressional appropriation for expenditure by the U. S. Office of Education was \$160,787,274, with almost 3 million dollars of this designated for operating expenses. Details are given as to the line and staff set-up, but more important is the delineation of information, publications, and assistance available to educational organizations and individuals in the various fields and at the different levels.

"The Role of the Foundation in Education." By Sloan Wilson. *Saturday Review*, September 13, 1952.

Foundation scholarships, projects, and experiments are familiar to all in education, but it is startling to realize the magnitude of this type of activity. The Rockefeller Endowment started with a capitalization of more than 469 million dollars in 1913 only to be over-shadowed by the Ford Foundation backing of over one-half billion dollars. In addition to these colossal funds, hundreds of lesser sums have been implemented, by permission of the tax laws, to influence and to assist public and private undertakings. It is held that such spending is more than simple philanthropy; it is something new—"A tremendous reservoir of power to be exercised for the public good, but administered privately."

"Confusion and Conflict in Educational Theory: An Analysis." By Hugh C. Black. *Peabody Journal of Education*, November, 1952.

The writer's goal is to bring some order to the consideration of the diverse and divergent theories of education. While falling somewhat short of this mark due to space limitations and over-simplification of complex ideologies, there is merit in the presentation. Comparisons, initially, are made between traditionalism and progressivism as extremes. Then Morrison's learning-product theory is viewed in contrast to Dewey's learning-process approach with a final plea for understanding that education is both a product and a process.

"Homeroom Guidance." By Raymond Patouille. *Teachers College Record*, December, 1952.

The high school homerooms have long been considered wonderful guidance situations by the guidance specialists but something much less than wonderful by many of the teachers actually working in such situations. Underlying causes for this schism are exposed and the remedy proposed suggests that guidance generalists are needed in addition to the guidance specialists now being utilized. The charge is made that specialists take guidance out of the classroom and bring it into their own special province. In combination with the work of the generalist to enlist the active participation of the school staff, the specialists could be more effectively patronized.

"The Coming Breakdown of American Education." By Earl James McGrath. *Parent Magazine*, January, 1953.

Commissioner of Education McGrath sounds a grave warning in connection with the fate of American education unless decisive measures are implemented now. The building shortage and the teacher shortage are well known to all as a general concept, but the statistics quoted can not be denied. Ninety-eight of every one hundred children of school age now attend school. Almost three-fourths of our youth enter high school and about half of these graduate from high school. Of this group 20 per cent continue on to college. These are unprecedented totals. In opposition to this trend is the construction backlog of over 1 million classrooms, with at least an equal number needing replacement, and this still does not take into account the growing teacher shortage. There are some alternatives available, and these are forcefully presented.

"Children's Ways of Talking and Listening." By Margaret B. Parke. *Childhood Education*, January, 1953.

The characteristics of the child's development in communication as well as his accompanying needs for expression are clearly explained as progress is made starting at and continuing through the first eight years. In addition, suggestions are given for developing good listening as well as good speaking procedures. Emphasis is placed upon the concept that language proficiency is not an end in itself; such proficiency must accompany behavior development in meaningful situations.

Always do right; you will gratify some people and astonish the rest.—Mark Twain

BOOKS

EDITED BY ELLEN M. OLSON

CHICAGO TEACHERS COLLEGE

IMPORTANT NEW BOOKS

Contributors to this section are Clara M. Berghoefer, Alice Bigane, Vernon W. Brockman, George E. Butler, Joseph Chada, Mary E. Courtenay, Pearl B. Drubeck, Ruth M. Dyrud, Florence P. Eckfeldt, Frances H. Ferrell, Lucile Gafford, Russell A. Griffin, Coleman Hewitt, Emily M. Hilsabeck, Louise M. Jacobs, David Kopel, Joseph Kripner, Jacqueline M. Krump, Marian Lovrien, Melvin M. Lubersbane, Charles R. Monroe, Edna T. McMahon, Charles W. Peterson, Theodore G. Phillips, Robert Roth, Eloise Rue, Leonard J. Simutis, Shirley E. Stack, David Temkin, Joseph J. Urbancek, Robert J. Walker, and Dorothy E. Willy.

FOR TEACHERS AND SUPERVISORS

Subject Headings for Children's Materials. By Eloise Rue and Effie LaPlante. 50 East Huron Street, Chicago 37, Illinois: American Library Association, 1952. Pp. 10. \$4.00.

A functional subject heading list that serves the specific needs of catalogers of children's materials has long been awaited by librarians in both school and public libraries. This book successfully fills the void and becomes the definite work. With considerable experience and research as their authority, the authors have contributed a sound and scholarly work that is practicable and serviceable, complete and consistent, and firmly based upon both a realistic conception of children's interests and curricular needs. The book is of prime significance to all librarians who work with children.

G. E. B.

Planning for Teaching. By Robert Richey, 330 W. Madison Street, New York 36, New York: McGraw-Hill Book Company, 1952. Pp. 422. \$4.75.

A realistic treatment of the factors which influence student's choice of teaching as a career. The student is enabled to evaluate himself in terms of the personal, professional, and economic aspects of teaching. An entirely honest presentation is made of the teacher's place as a person in relation to the community, the school and the classroom in both the metropolitan area and the small town. Both the school and its function are described in terms of current practice, and the question of consonance of current practice with the student's personal standards is considered. The text is illustrated with charts, scales, graphs, photographs, and line drawings. It is written in an informal and direct manner. The intention is to enable the student to realize whether or not there is agreement between his own values and principles, and his preparing for a lifetime career of teaching.

R. A. G.

Growing Up in an Anxious Age. 1952 Yearbook of the Association for Supervision and Curriculum Development. 1201 Sixteenth Street, N. W., Washington, D. C.: National Education Association, 1952. Pp. 263. \$5.00.

Here is an unusual and exceptionally valuable book for teachers. It deals with the problems of children, parents, and teachers who reflect the tensions and conflicts of our anxiety-ridden world. Teams of educators, sociologists, anthropologists, and psychologists discuss these problems in an illuminating fashion and describe their educational implications.

D. K.

A Community Youth Development Program. By Robert J. Havighurst et al. *Supplementary Educational Monographs*, No. 75. 5750 S. Ellis Avenue, Chicago 37, Illinois: The University of Chicago Press, 1952. Pp. 59. \$1.50.

Briefly, "the Community Youth Development program is an experiment. It is a test of the hypothesis that the community, through local persons appropriately trained, can increase its production of unusually able, creative young people and can reduce its production of socially and personally maladjusted young people." The monograph describes the organization, guiding considerations, and many of the procedures employed in this unique program.

D. K.

The Development of Modern Education. By Frederick Eby. 70 Fifth Avenue, New York 11, New York: Prentice-Hall, Inc., 1952. Pp. 719. \$6.00.

The title of Eby's new version of the original book, published in 1934, is likely to be misleading, unless one remembers that the "modern" era may be said to date back to the Reformation movement of the sixteenth century. The book is devoted largely to a very thorough review of the men and events that shaped the religious, political, and educational history of Europe in the sixteenth and seventeenth centuries. Colonial American education is treated hurriedly in the fifteenth chapter, then gives way to five chapters on education in eighteenth century Europe. Into the final four chapters, the author crams the dynamic growth of American education of the 1900's, with necessarily brief reference to almost every educator, psychologist, and philosopher who has affected that growth in any way. Obviously, because of the elaborate and lengthy treatment of early European education, twentieth century problems are merely mentioned at the end of the book, with discussion so limited as to be of little value to the student of modern education. The author has covered too broad a period of history for adequate study in an ordinary-sized volume. His best contribution is the fine investigation into post-Renaissance Europe, in which he integrates educational history with other social movements of the period.

P. B. D.

1953 Annotated List of Books for Supplementary Reading, Kindergarten—Grade 9. 1078 St. John's Place, Brooklyn 13, New York: Children's Reading Service. Free to teachers, librarians, and principals.

This new ninety-six page catalog, edited by Dorothy Kay Cadwallader, presents a selected list of 1,000 children's books, from over forty publishers, arranged by topics and grade school levels. A special section is

devoted to books suitable for remedial reading. Exhibits of books from the catalog are available for display to parents or to teachers when selecting library materials.

L. M. J.

The Children's Illustrated Classics. 300 Fourth Avenue, New York 10, New York: E. P. Dutton and Company, Inc., 1952.

Five new volumes, bound in decorated cloth, with decorative end papers and illustrated with full color plates and black and white drawings, have been issued in 1952. These editions, notable for their beauty and readability, should create in children a desire to read the stories that every child should know.

Fairy Tales of Long Ago. Edited by M. C. Carey. Illustrated by D. J. Watkins-Pitchford. Pp. 243. \$1.75. Grades 3-5.

Here are the very familiar stories from many sources, English, Scotch, French, and Scandinavian. A mention of a few, *Jack and the Bean-Stalk*, *The Three Little Pigs*, *The Sleeping Beauty* indicates the contents.

Gulliver's Travels. By Jonathan Swift. Illustrated by Arthur Rackham. Pp. 210. \$1.75. Grades 4-6.

The illustrations by this great artist make this an outstanding edition. The special designs for the binding, end-papers, and jacket were made by Alexander H. Williamson.

Fairy Tales from the Arabian Nights. Edited and arranged by E. Dixon. Illustrated by Joan Kiddell-Monroe. Pp. 333. \$1.75. Grades 4-6.

Contains all the favorite stories.

Pinocchio. By C. Collodi. Original translation by M. A. Murray; revised by G. Tassinari. Illustrated by Charles Folkard. Pp. 214. \$1.75. Grades 3-6.

A most attractive and charming edition.

Hans Andersen's Fairy Tales. Translated by Mrs. E. Lucas. Illustrated by Maxwell Armfield. Pp. 392. \$2.25. Grades 3-6.

Contains many of Andersen's best known stories as well as some less familiar ones.

L. M. J.

Sourcebook on Atomic Energy. By Samuel Glasstone. 250 Fourth Avenue, New York, New York: D. Van Nostrand Company, Inc., 1950. Pp. 546. \$2.90.

This miniature encyclopedia presents in readable and concise form information on atomic energy which has been declassified by the Atomic Energy Commission. With few exceptions, the text is non-mathematical and should appeal to those interested in a descriptive presentation of recent nuclear advances. The value of the book as a reference source is greatly enhanced by its detailed historical treatment.

T. G. P.

Applied Leathercraft. By Chris H. Groneman. 237 N. Monroe Street, Peoria, Illinois: Charles A. Bennett Company, Inc., 1952. Pp. 210. \$3.95.

There has been a recent upsurge of interest in leathercraft, an interest which seems to have stemmed from the leisure time activities of men in the military service. This revision of a 1942 book provides excellent instruction for the home craftsman or those working in schools. The beginning section covers the history and commercial process of tanning leather, the second section contains a step by step procedure for making a variety of interesting projects which are well graduated. All projects are illustrated with photographs.

C. H.

Your Country and the World. By Robert M. Gladding, Ernest W. Tiegs, and Fay Adams. Stat Building, Park Square, Boston 17, Massachusetts: G. and Company, 1952. Pp. 512. \$3.72.

A meaningful presentation of world geography against an historical background. Book 7 of the Tiegs Adams Social Studies Series, it combines economic, physical, and political geography. Designed especially for the upper grades, it develops and clarifies geographical concepts, especially those pertaining to such topics as domestic and world trade and international political, and economic relationship; it has as its theme the interdependence of nations. Interpretation in terms of relationships is emphasized, particularly the relationships between physical factors of the environment and man's activities and those existing between the United States and the balance of the world. The volume is profusely illustrated with pictures, maps, and charts; however, there is a lack of graphs showing the importance of countries in world production of commodities. Also neglected is the opportunity to introduce simple climatic charts which would be helpful in explaining the distribution of agricultural production.

V. W. B.

Vitalized Assemblies—200 Programs for All Occasions. By Nellie Zetta Thompson. 300 Fourth Avenue, New York 10, New York: E. P. Dutton and Company, Inc., 1952. Pp. 160. \$2.00.

A must for all high schools and junior colleges. Contains an idealistic viewpoint towards the educational and cultural role of the assembly which will have enlightening and energizing effect on administrators, rectors, and teachers. Although not technical, planning and program ideas are excellent. Rating scale for evaluation are very thorough. Helpful index. Recommended for its fine attitude and useful suggestions.

R. J. W.

Measuring Educational Achievement. By William M. Michaels and M. Ray Karnes. 330 W. 42nd Street, New York 36, New York: McGraw-Hill Book Company, Inc., 1950. Pp. 496. \$4.50.

This is a handbook that would be of great value to teachers of industrial arts and vocational subjects. The major emphasis is upon "how" to make tests rather than on "what" or "why." Although designed for industrial education there is much that is related to other fields. The book is rather well illustrated not only with photograph and line drawings but with many examples of tests. One of the authors is from the University of Minnesota which, through the years, has provided considerable leadership in industrial education.

C. H.

Individual Sports for Men. By John H. Shaw et al. West Washington Square, Philadelphia 5, Pennsylvania: W. B. Saunders Company, 1950. Pp. 399. \$4.75.

Here is a book which explains rather briefly the fundamentals of eleven sports. As a guide for students in sports it should offer splendid suggestions to beginners as well as advanced players. Methods of play, etiquette, rules, glossary, tests, and references are provided for each chapter.

J. K.

Cowboy Dan's Work Play Book for the Rainbow Dictionary. 2231 W. 110th Street, Cleveland 2, Ohio: World Publishing Company, 1952. Pp. 64.

A handy companion book for the Rainbow Dictionary, this presents exercises to establish various skills in dictionary use. The middle grade child will find interest high in the cowboy theme. Clear type and simplicity of explanations, directions, and questions should help children's use of the workbook; if used systematically it should be of great value in a vocabulary building program.

M. M. L.

Driving Can Be Safe. By Truman S. Smith. 426-428 6th Avenue, Minneapolis, Minnesota: Burgess Publishing Company, 1949. Pp. 136. \$2.00.

This book should be required reading for all who drive and all who expect to drive an automobile. It could be worth while to review it about once a year. The author takes the point of view, and proves it, that practically all accidents can be prevented; the solution is in standardizing our driving. The book is unusually well illustrated, about half of the content being devoted to excellent line drawings, and is written in a breezy manner that makes interesting reading. It points up very well how stupid and dangerous our driving habits may be. C. H.

Growth in Arithmetic Series, Number Books 1 and 2. By John R. Clark et al. 333 Park Hill, Yonkers-on-Hudson 5, New York: World Book Company, 1952. Pp. 96 and 128 respectively. 56 cents and 64 cents respectively.

These number books almost teach themselves. They lay sound foundations for the number concepts, present rich experiential material, are attractive to children, and exemplify the best in psychology. The primary teacher will appreciate the simple vocabulary, the rich variety of material, and the introduction of place value. Where these two books lay the perfect foundation for the complete series, grades three to eight, they could be used in connection with any series of good arithmetics. E. T. McM.

Growth in Arithmetic Series, Grades 3-8. By John R. Clark et al. 333 Park Hill, Yonkers-on-Hudson 5, New York: World Book Company, 1952. Pp. 314 each. \$2.12 each.

At last we find a series of arithmetics which is attractive and at the same time alive with meaningful life situations. In gratifying fashion, the basic number concepts are presented in terms of the child's own thinking, clearly and simply set forth. Children who use these books should be able to think with numbers creatively instead of by rule or from set patterns to be memorized. They should develop lasting number competence. E. T. McM.

Arithmetic Learning Series, four games: *Say-it Addition*, *Say-it Division*, *Say-it Multiplication*, and *Say-it Subtraction*. By Edward W. Dolch. 119-123 W. Park Avenue, Champaign, Illinois: The Garrard Press, 1951. Complete set to schools \$4.50; \$1.25 a game.

These four games fascinate children and help them fix all the combinations, learning as they play. After the teacher has taught the game, children can play it by themselves, thereby relieving the teacher for other duties. The cards can be played as Bingo or Lotto and give the child who is poor in arithmetic as good a chance to win as the genius. Every teacher struggling with the fundamentals will want this set. E. T. McM.

Improving Instruction through Supervision. By Thomas H. Briggs and Joseph Justman. 60 Fifth Avenue, New York 11, New York: The Macmillan Company, 1952. Pp. 523. \$5.00.

Recommended to those in current or anticipated supervisory positions. Approach is confined largely to consideration of principles involved in educational supervision, and of the major aspects of the supervisory process: planning, organization, evaluation, and method. Every reader may not share in the identification of what the authors feel to be the "higher activities" which the school is to make "both desired and maximally possible," but his reading will reveal much information regarding the mechanics of supervision and the principles immediately underlying them. Exercises are provided at chapter ends which permit the reader to solve situations in terms of material provided within the chapters. R. A. G.

Folklore for Children and Young People. Compiled and annotated by Eloise Ramsey in collaboration with Dorothy Mills Howard. Box 14, Bennet Hall, University of Pennsylvania, Philadelphia 4, Pennsylvania: The American Folklore Society, Inc., 1952. Pp. 110. \$4.00.

This critical and descriptive bibliography for use in the elementary and intermediate schools, examined in the light of its "scope and intention," is a very satisfying, selective list. Basic materials in English on an international scale, having reliable scholarship, are described for parents, teachers, and librarians, not for scholars. Folklore has been distinguished from the literary uses of folklore; true folklore, not original fantasy, being the concern. The appeal to young readers is considered in a section of books designed for them. Valuable references for teachers are included, a few excellent and tried ones on storytelling; a few volumes on rhymes, songs, music, arts, and crafts; separate listing of legends, sagas, epics, and myths; and an out-of-print list which brings wistful memories of volumes which have almost disappeared from library shelves. E. R.

Workbook in Geography to Accompany Atwood and Thomas's Neighborhood Stories. By Wallace W. Atwood and Helen Goss Thomas. Statler Building, Park Square, Boston 17, Massachusetts: Ginn and Company, 1952. Pp. 80.

A workbook of infinite value which produces excellent opportunities for systematic practice of basic social studies skills. The activities presented are varied and should stimulate continued interest. Though this book makes full use of sentence completion, word fill-in, and other objective exercise forms, it stresses concepts rather than the mere learning vocabulary. M. M. L.

Evaluation and the Elementary Curriculum. By Harold G. Shane and E. T. McSwain. 383 Madison Avenue, New York 17, New York: Henry Holt and Company, 1951. Pp. 477. \$3.90.

Books on evaluation are usually books on educational tests and statistics. This book is distinctly different: its subject is *Education*. Its focus is on the values which parents and teachers seek through the diversified activities of the modern elementary-school curriculum. The authors provide a psychologically well-considered and democratically oriented framework for discovering the values that operate in the various divisions of a school program; they then present useful criteria and techniques for appraising the effectiveness of pupils' and teachers' efforts in striving toward their goals. The writers recognize their own values, and demonstrate that "evaluation is not neutral." Their able discussion of controversial issues is forthright and mature. Add to these their ability to combine wide scholarship with original thinking and readable writing, and the result is a distinguished text. D. K.

General Education. Fifty-first Yearbook of the National Society for the Study of Education, Part I. 5750 S. Ellis Avenue, Chicago 37, Illinois: The University of Chicago Press, 1952. Pp. 377. Cloth, \$3.50; paper, \$2.75.

Prodded by the pressures of a rapidly changing society, higher education in America has undergone extensive analysis and reconstruction in recent decades. The resulting curricular changes have incorporated also some of the new knowledge concerning growth and learning. The most important changes are summed up in a movement known as "general education," which has transformed the old concept and curriculum of liberal education. For an authentic, comprehensive, and coherent account of this development, this yearbook is probably the best single source. Eighteen prominent educators contributed to the volume. D. K.

The Age of Danger. Edited by Harold F. Harding. 457 Madison Avenue, New York 22, New York: Random House, 1952. Pp. 570. Cloth, \$3.25; paper, \$2.50.

Here are over sixty speeches on pressing American problems—whole speeches, not excerpts, in almost every case. The range of topics presented—most are on public affairs—is extraordinarily broad. The speakers are indeed eminent. The nature of most presentations is persuasive and argumentative. The timeliness of these materials is salient. For the earnestly thoughtful citizen these speeches can be enormously informative and stimulating—good starters, too, for further reading and thought on the respective topics. C. W. P.

Elementary Social Studies Instruction. By Maurice P. Moffatt and Hazel W. Howell. 55 Fifth Avenue, New York 3, New York: Longmans, Green and Company, Inc., 1952. Pp. 486. \$4.25.

Teachers today have a serious challenge to develop in children a strong foundation for successful citizenship and democratic living. This book presents specific help to teachers of children of all elementary years, including kindergarten, with a view to accomplishing this aim. It clarifies social studies, their objectives, materials of instruction, and procedures, and co-ordinates them with the interests, needs, and growth of children. There are excellent up-to-date bibliographies and an extensive appendix. For definite practical teaching suggestions, this book is very valuable. D. E. W.

Guidance in Elementary Education. By Roy De Verl Willey. 49 E. 33rd Street, New York 16, New York: Harper and Brothers, 1952. Pp. 825. \$5.00.

In this book the author attempts to more adequately prepare the elementary teacher for assuming her key role in furthering desirable personality adjustment of the child. Understanding of the child is increased by analysis of many influencing factors. Specific techniques of studying the child are discussed and then the teacher learns how to utilize these techniques in the classroom. Selected bibliography and case material are included in each chapter. C. M. B.

Enameling: Principles and Practice. By Kenneth F. Bates. 2231 W. 110th Street, Cleveland, Ohio: World Publishing Company, 1951. Pp. 208. \$3.75.

An artist-teacher gives first a brief history of the art of enameling, which is as old as it is new. Then by words, drawings, and photographs he gives a complete coverage of the many techniques found to be practicable during his long teaching experience. Reports on experiments conclude with an invitation to the reader to work in a venturesome vein. Noteworthy examples done by contemporary enamelists show evidence of the healthy revival of this art. Students, teachers, and craftsmen will join in applauding such a comprehensive, concise, and authoritative handbook. R. M. D.

Growth and Development. By Karl C. Garrison et al. 55 Fifth Avenue, New York 3, New York: Longmans, Green and Company, 1952. Pp. 559. \$5.00.

According to the authors, this book represents "the production of a complete account of child growth and development." The claim is absurd, even if one does not take it literally. Almost entirely absent and ignored essentially are the contributions of psychoanalytic workers who, more than any other single group, have provided significant insights and understandings—controversial and even invalid though some of their formulations may be—of the dynamics of child behavior. One looks in vain, for example, for the contributions of Erik Erikson, Bruno Bettelheim, Fritz Redl, Anna Freud, etcetera. If the reader can overlook these omissions he will find the book a fairly complete summary of the non-analytic literature. D. K.

Teaching Social Studies in Elementary Schools. Revised Edition. By Edgar Bruce Wesley and Mary A. Adams. 285 Columbus Avenue, Boston 16, Massachusetts: D. C. Heath and Company, 1952. Pp. 466. \$4.25.

Teachers will find in this book a wealth of thought-provoking material on how the school contributes to the process of guiding children to become worthy and cooperative members of society. Social studies are carefully defined. The objectives, content, procedures, resources, equipment, and evaluation of outcomes are considered in the light of the child's needs and teacher's functions. While the book will appeal especially to teachers of intermediate grades, the primary teacher also will find much of value to her. D. E. W.

Teaching Language in the Grades. By Mildred Dawson. 313 Park Hill, Yonkers-on-Hudson 5, New York: World Book Company, 1951. Pp. 342. \$3.80.

The dual nature of language, the ideas children wish to express and the techniques and skills that facilitate expression, is the basic consideration in this book. The author understands children's growth and development and suggests content, organization, and procedures to meet children's needs as they arise. Every phase of language expression is given adequate treatment: expressing, listening, reading, written communication and handwriting, spelling, correct usage, grammar, and creative expression. Teachers will find this book very valuable. D. E. W.

All Together. By Dorothy Aldis. Illustrated by Helen D. Jameson, Marjorie Flack, and Margaret Freeman. 2 West 45th Street, New York 19, New York: G. Putnam's Sons, 1952. Pp. 192. \$3.00.

The poems of Dorothy Aldis which have so long delighted little children have been brought together in a single volume. Here are 144 favorite poems culled from her 4 volumes of poetry, and 10 poems never published before in book form. Charming illustrations, some in color, accompany almost every poem. Truly a treasure for the primary teacher. L. M. J.

The Hen That Saved the World and Other Norwegian Folk Tales. Retold by Margaret Sperry. Illustrated by Per Beckman. 210 Madison Avenue, New York, New York: The John Day Company, 1952. Pp. 64. \$2.25.

Because Margaret Sperry has treasured the memories of the Norwegian folktales of her childhood, she has translated them into English that we may share the universal truths. As this is a retelling rather than a literal translation, there is a smoothness and a charm about them that make them effective for telling. It is interesting to note the similarity between these and the folk tales with which we are familiar. The numerous black and white illustrations have a unique quality that does much to enhance the book, a worthy addition to any folklore collection. L. M. J.

Told Under Spacious Skies. Selections by the Literature Committee of the Association for Childhood Education. Illustrated by William Moyers. 60 Fifth Avenue, New York 11, New York: The Macmillan Company, 1952. Pp. 329. \$3.00.

This, the seventh Umbrella Book, dedicated "children everywhere," is a collection of regional stories dealing with present day life in America. Excellence of writing was assured by choosing outstanding authors. Elizabeth Yates, Marguerite Henry, Marjorie Kinnan Rawlings, John R. Tunis, Florence Crannell Means, and Louis Lenski are but a few. Since the selection was made on the basis of helping children everywhere "to understand the varied patterns of life that exist in the United States of America and the courage and self-reliance they engender," the stories will aid immeasurably in teaching human relations. Excellent. L. M. J.

FOR HIGH SCHOOL AND COLLEGE STUDENTS

Our Own Age. Enlarged Edition. By Charles A. Beard, James Harvey Robinson, and Donnal V. Smith. Statler Building, Park Square, Boston 17, Massachusetts: Ginn and Company, 1952. Pp. 878. \$4.20.

Our Own Age is Volume II in the *History of Civilization* series and covers the period from Louis XIV to the present. Published originally in 1937, it has gone through four editions with the effort in each to meet the demands of latest schoolroom practice. Its material is organized around controlling ideas of which there are eight. Each of its thirty-six chapters is prefaced by a brief explanatory and summary essay and concludes with a series of questions and exercises reviewing the work covered. The historical material presented is of solid and meaty nature and constitutes the desirable sum and substance of the high school student's knowledge of European and world events. A workbook is available. J. C.

Everyday Mathematics, Revised Edition. By Earl R. Douglass, Lucien B. Kinney, and Vincent Ruble. 83 Madison Avenue, New York 17, New York: Henry Holt and Company, 1951. Pp. 504. \$2.48.

The material of this textbook stresses the use of such mathematics as the authors feel is of use in everyday affairs. It is interwoven into correlated topics developed in such sequence as to make use of the arithmetic involved and the social situations on the junior high school level. The book should have value since it is a revision of an earlier edition and written by seasoned authors. J. J. U.

Solid Geometry. By Walter W. Hart and Veryl Schult. 285 Columbus Avenue, Boston 16, Massachusetts: D. C. Heath and Company, 1952. Pp. 198. \$2.40.

Contains the usual topics of the subject organized into a sequence that allows the average student to proceed by methods of thinking that are designed to be logical to him. Written with the usual style of strength found in earlier works of the senior author, it is supplemented with the strength and experience of the junior author. Correlated, where appropriate, with science and industry and enriched with reviews and mastery tests as needed. J. J. U.

Helen of Troy. A Play in Blank Verse. By J. William Miller, 1140 Columbus Avenue, Boston, Massachusetts: Christopher House, 1952. Pp. 223. \$2.50.

Mr. Miller's retelling of the ancient myth makes Helen its central figure, "caught between two world's afire," and brings into focus the psychological problem of a woman torn between fidelity to a soldier husband whose lust for power makes him a cold lover, and a prince whose worship of beauty embraces her with warm and radiant love. The tragedy springs from the irreconcilable differences between these three personalities. The modern tone of the play lies in the author's emphasis on the conflict and the growth involved in the impact of circumstances on character. In production, the play should prove tense and colorful. L. G.

Capitol Hill. By Desider Holisher and Graham Beckel. 20 E. 70th Street, New York 21, New York: Henry Schuman, Inc., 1952. Pp. 143. \$3.00.

This pictorial publication, which contains one hundred beautiful photographs, affords delightful supplementary reading for the student of civics. In this age, when the trip to Washington is the crowning feature of the work in civics, this book, which tells in simple narrative form the story of many art treasures found on our Capitol Hill, may be used to motivate the trip and to satisfy spiritual and aesthetic needs. F. H. F.

A Song for Julie. By Ella Williams Porter. 60 Fifth Avenue, New York 11, New York: The Macmillan Company, 1951. Pp. 160. \$2.50.

Girls in their early teens will enjoy Julie's first year as a music teacher in Mesquite, New Mexico. Julie tries out a modern philosophy of teaching with mixed results. But her enthusiasm, sympathy, and resourcefulness never fail her: Mesquite responds. Good intercultural relations. The color of the Southwest is in this book; the best ideals of teaching; and furthermore, a wholesome romance. Satisfying. M. L.

Linda Clayton. By Marjory Hall. Illustrated by Catherine Barnes. 119 W. 57th Street, New York 19, New York: William Sloane Associates, 1951. Pp. 243. \$2.50.

Better written than most juveniles, this story has a vocational background that will appeal to the alert high school girl who dreams of a career. In college Linda becomes interested in advertising research; she goes to New York to hunt for a job and begins by pushing doorbells. Hard work and good sense carry her over the hurdles. "Village" life is not all glamor. Highlight: Linda's fine relationship with an understanding older sister. Excellent characterizations; good love story. An honest and commendable book. M. L.

Handbook of Writing and Speaking, Second Edition. By Edwin C. Woolley, Franklin W. Scott, and J. C. Tressler. 285 Columbus Avenue, Boston 16, Massachusetts: D. C. Heath and Company, 1952. Pp. 342. \$2.40.

Attempting to combine in itself the functions of workbook, reference handbook, and sustained text in English fundamentals, with a "maximum of...practice and minimum of theory," this book succeeds only in the first of these in making a usable contribution to an already crowded field. Its numerous drills, tests, exercises, and, particularly, creative assignments are excellent and are of a sort that, properly handled in the classroom, might inculcate at least a working knowledge of some of the mechanical aspects of composition. As a reference work, however, and as a text on the arts of composition, it offers actually only a discontinuous list of practical "pointers," devoid of any context more meaningful than a somewhat arbitrary chapter heading and lacking in any rationale of the occasions and purposes of written discourse other than those of supplying "themes" for the classroom. As such it might serve as the hasty resort of a student whose instructor has requested simply "a theme." The instructor in this case will deserve the consequences. R. R.

Your Country and the World. By Robert M. Gledinning with Ernest W. Tiegs and Fay Adams. Statler Building, Park Square, Boston 17, Massachusetts: Ginn and Company, 1952. Pp. 512. \$3.72.

This book treats the natural resources, industries, and trade of the world. It explains the development of nations which are playing leading roles in global affairs, with particular emphasis on the United States, and stresses the interdependence of world peoples. It combines economic, physical, and political geography with enough history to make today's world understandable to boys and girls. Units cover the important aspects of growth and change in the United States and other countries; the world's climates, resources, and products; manufacturing and international trade; the World Wars and problems of peace and security. The book is well illustrated with pictures, charts, graphs, and maps. Recommended for the upper grades and as a guide for resource units. V. M. B.

Poems for Red Letter Days. Compiled by Elizabeth Hough Sechrist. Illustrated by Guy Fry. 225 S. Fifteenth Street, Philadelphia 2, Pennsylvania: Macrae Smith Company, 1951. Pp. 349. \$3.50.

Here is an unusual collection of classic and contemporary poems, covering a wide range of appeals, planned for use on the important calendar days of the year. It is refreshing to find some unusual poems not often in anthologies. Another contribution consists of the inclusion of significant selections suitable for occasions for which there is a dearth of material; for example: Fire Prevention Week, Boy and Girl Scout Weeks, Be Kind to Animals Week, I Am an American Day, Armed Forces Day, and others. Very useful for upper grades and high school.

L. M. J.

The Art of Communicating Ideas. By William J. and Joan Carroll Grace. 23-25 East 26th Street, New York 10, New York: The Devin-Adair Company, 1952. Pp. 487. \$4.50.

The title of this text in college composition indicates the authors' basic premise. Emphasis on writing as the expression of thought results in a book free from an overtechnical approach to the problems of exposition and argumentation. Certain aspects of arrangement detract from the indisputable value of much of the material: long illustrative selections are not separated from explanatory passages by distinguishing type or indentation, and the handbook section provided by other texts for quick reference on troublesome points is here reduced to a short list of common errors and punctuation rules. The book may be useful for above-average students.

J. M. K.

Child Growth and Development in the Elementary School Years. By Cecil V. Millard. 285 Columbus Avenue, Boston, Massachusetts: D. C. Heath and Company, 1951. Pp. 511. \$4.50.

This text would provide an excellent frame of reference for students and teachers interested in the study of child growth and development. Particularly helpful are the sections at the end of many of the chapters which indicate "implications for teachers" and which contain concrete suggestions for the implementation of an effective school program.

S. E. S.

World History. By Emma Peters Smith, David Saville Muzzey, and Minnie Lloyd. Park Square, Boston, Massachusetts: Ginn and Company, 1952. Pp. 742. \$4.20.

This chronological organization of the main steps in man's progress presents a well-balanced story of mankind. The abundant and well-chosen maps and pictures, some in color, add reality and interest. The illustrated time charts, which present in parallel form steps in the progress of the different elements in the cultures of the world, aid the student in acquiring accurate time concepts and in co-ordinating the component parts of our changing and continuous civilization.

F. H. F.

German by Yourself, Revised Edition. By C. H. and Wanda Gretton. 432 Fourth Avenue, New York 18, New York: Thomas Y. Crowell Company, 1952. Pp. 271. \$2.95.

The text is intended to teach the adult student to read accurately by providing a synopsis of grammar and graded reading matter covering such diverse subjects as German history, music, history of art, and literature. Fifteen pages are in Gothic type. The already large vocabulary is unnecessarily increased by the use of two words for the same concept, as *Eigenschaftswort* and *Adjektiv*, *Festland* and *Kontinent*. The vocabulary at the end is adequate only for the first hundred pages, beyond that a dictionary is a necessity.

F. P. E.

Major Problems of United States Foreign Policy 1952-1953. Prepared by the Staff of the International Studies Group of the Brookings Institution under the direction of Leo Pasvolksky. 722 Jackson Place, Washington 6, D. C.: The Brookings Institution, 1952. Pp. 412. \$4.00, cloth; \$2.00, paper.

This is the sixth annual volume in a series on American foreign policy which is designed to inform the intelligent layman as well as high school students and beginning college students. Twenty-six problem areas of the world are given brief, but adequate, historical and contemporary analyses of current tensions and conflicts, together with the manner in which these problem areas affect American foreign policy. Each problem area discussion is concluded with a presentation of alternative choices which American public opinion might consider in the formulation of foreign policy. For example, three choices are offered in regard to Communist China. We might recognize her and admit her to the United Nations; we might intensify the war against her by carrying it to the mainland; or we might continue the present temporizing policy until Chinese public opinion crystallizes either for or against the present regime. The authors always carefully refrain from making any policy recommendations. The best section of the book deals with the problem of strategic raw materials and national policy. A seventeen-page bibliography with annotations covers the principal sources and printed references which have appeared in the past five years. A good general index and maps are included. In general, this volume is equal to the companion volume which won an American Political Science Association award in 1949 for the outstanding work of the year in international affairs.

C. R. M.

Understanding Yourself and Your World. By Leon C. Marshall et al. 383 Madison Avenue, New York 17, New York: Harcourt, Brace and Company, 1952. Pp. 598. \$3.88.

Abounding in beautiful and well chosen visual aids, this textbook approaches world history through a study of man and how his biology makes culture possible. In keeping with the trend of the times, emphasis is placed upon group processes, intercultural relations, science, and industry. The final diagram, entitled "the basic features of human living," leaves the reader deeply conscious of man's common destiny.

F. H. F.

Lady Jane Grey. By Marguerite Vance. Illustrated by Nedda Walker. 300 Fourth Avenue, New York 10, New York: E. P. Dutton and Company, Inc., 1952. Pp. 184. \$2.75.

This is the story of Lady Jane's reluctance to become Queen; the setting is the Reformation period. Although well written, this book with its large cast of characters weaving in and out of the story, the sinister intrigues and frequent beheadings, and the heroine's pervasive fear of becoming Queen is not likely to appeal to the teenager as much as the author's excellent biographies, *Marie Antoinette* and *The Lees of Arlington*. The illustrations are excellent.

L. M. J.

The South Sea Shilling. By Eric Swenson. Illustrated by Charles Michael Daugherty. 18 E. 48th Street, New York 17, New York: The Viking Press, 1952. Pp. 224. \$3.50.

This is an authentic story of Captain James Cook, R. N., and his voyages — their significance to the British Empire and to scientific exploration. Written in a crisp, distinctive style, the account moves along at a brisk pace, each chapter filled with dramatic adventure. It is an exceptionally well written narrative enhanced by excellent black and white illustrations. For grades seven through nine, although all who enjoy adventure, daring deeds, and exploring the unknown will find it intensely interesting.

L. M. J.

Best Sports Stories 1952. With the Year's Best Sports Photographs. Edited by Irving T. Marsh and Ward Ehre. 300 Fourth Avenue, New York 10, New York: E. P. Dutton and Company, 1952. Pp. 336. \$3.50.

This eighth annual collection of the best sports writing and sports pictures which appeared in 1951 covers such fields as football, baseball, tennis, prizefighting, boxing, basketball, golf, swimming, diving, winter fishing, racing, and bullfighting. High school level.

E. M. H.

FOR YOUNGER CHILDREN

Snowflake. By Dorothy Childs Hogner. Illustrated by Nils Hogner. 114 Fifth Avenue, New York 11, New York: Oxford University Press, 1952. Pp. 30. \$1.75.

A pocket-size book with illustrations in brilliant color is the youngest readers the story of Dasher, the reindeer who declared a strike on Santa Claus and refused to carry tons of Christmas joy over the house-tops. However, the climax of the story finds the rebel helping a make-believe Santa on the city streets to fill his iron kettle with coins and bills, which will bring cheer to the larder and happiness to the hearts of grateful children and grateful parents.

M. E. C.

Stephen Foster. By Catherine Owens Pearce. Illustrated by Margaret Ayer. 383 Madison Avenue, New York 17, New York: Henry Holt and Company, 1952. Pp. 87. \$2.00.

This is a sympathetic portrayal of Foster's life told for younger children. In it the reader learns of the handicaps under which he composed and how some of his most famous songs were created. This is the first in an American Heritage of Arts Series of short but complete biographies told simply for easy reading. The next biographies in the group will be John Audubon, Henry Wadsworth Longfellow, and Mark Twain. For the middle grades.

L. M. J.

Kit Carson, Mountain Man. By Margaret E. Bell. Illustrated by Harry Daugherty. 425 Fourth Avenue, New York 16, New York: William Morrow and Company, Inc., 1952. Pp. 71. \$2.00.

Kit Carson's name became the symbol of courage, gallantry, and high adventure; this account of his hazardous expeditions over mountains and deserts, his skill in outwitting hostile Indians, and his riding the famous pony express shows the reason. Boys from nine to twelve years will find this story much to their liking. The numerous illustrations are as lifelike and spirited as the story itself. An exceptionally fine book; easy reading for grades four to six.

L. M. J.

Big Steve — The Double Quick Tunnelman. By Marie Bloch. Illustrated by Nicolas. 210 Madison, New York 16, New York: Coward-McCann, Inc., 1952. Pp. 71. \$2.50.

In *Big Steve* a picturesque modern figure joins the procession of tall-tale heroes. The exploits of the double-quick tunnelman and his pet rockhog, Daisy, include such unbelievable feats as boring right through the middle of the Rockies and piping the good weather of Florida into the state of Nebraska. In the ludicrous exaggeration, reflected in the clever illustrations of Nicolas, lies not only good fun but a core of real truth.

M. E. C.

The First Book of Presidents. By Harold Coy. Illustrated by Manning DeV. Lee. 119 W. 57th Street, New York 19, New York: Franklin Watts, Inc., 1952. Pp. 68. \$1.75.

A short, effective resumé of the presidents of the United States. Their origin, appearance, character, and accomplishment are produced as delightful condensations.

Child Psychology. By George G. Thompson. 2 Park Avenue, Boston 7, Massachusetts: Houghton, Mifflin Company, 1952. Pp. 667. \$4.40.

This is a general textbook of child growth and development written from the viewpoint of scientific psychology and aimed at undergraduate college students. Each chapter is followed by an excellent list of research and discussional references.

D. T.

tions. The age level of this work is vast. Whereas the vocabulary and appeal seem to center on the intermediate grades it could satisfy the adult, eager for facts but short on time.

M. M. L.

The First Book of Eskimos. By Benjamin Brewster. Illustrated by Ursula Koering. 119 W. 57th Street, New York 19, New York: Franklin Watts, Inc., 1952. Pp. 45. \$1.75.

This factual glimpse at "the happy people" who inhabit the northern part of our world sphere describes their beliefs, games, dances, and everyday vocations. Its simple style is much in keeping with the fine, simple people of which it tells. This vivid book is profusely illustrated with marginal sketches and should appeal to a ten-year-old boy or girl, or be of great value in an intermediate grade social studies unit. A welcome addition to a fine new series of books.

M. M. L.

Oars, Sails and Steam. Written and illustrated by Edwin Tunis. 2231 W. 110th Street, Cleveland 2, Ohio: The World Publishing Company, 1952. Pp. 77. \$3.50.

A fascinating book for middle grade youngsters who relish sealore. This selection, rich in pen and ink sketches, traces the development of sailing vessels from primitive log boats to the S. S. United States. It is fine material for a transportation unit or for leisure reading. A unique method of margin notes explains nautical terms and as the new vocabulary is assimilated into the text one finds himself learning the language of the sea.

M. M. L.

Columbus. By Ronald Syme. Illustrated by William Stobbs. 425 Fourth Avenue, New York 16, New York: William Morrow and Company, Inc., 1952. Pp. 70. \$2.00.

Even though told in simple language appropriate for younger children, this thrilling story maintains the engaging style so typical of this author in his more mature writings. The illustrations are no less effective than the writing. Powerful and strong, they are contained on almost every page, with many double-page spreads. Well arranged pages and large print also add to their attractiveness. An excellent example of bookmaking, this outstanding book deserves a place in every school library.

L. M. J.

A Month of Christmases. By Siddle Joe Johnson. Illustrated by Henrietta Jones Moon. 55 Fifth Avenue, New York 3, New York: Longmans, Green and Company, Inc., 1952. Pp. 132. \$2.50.

Milla and John spent December with Aunt Katrin and Uncle Karl in Fredericksburg, Texas, where they learned German songs and expressions, helped make Christmas cookies, and joined in celebrating various German Christmas holidays. Smudge, a wraith-like cat of long-ago, transported them into Christmases of the past. Thus, the Texas Christmas celebrations of the present took on added meaning for they realized that they originated with their German forebears who had helped in settling that portion of Texas. For ages eight to twelve.

E. M. H.

Thunder of the Gods. By Dorothy Hosford. Illustrated by Claire and George Loudon. 383 Madison Avenue, New York 17, New York: Henry Holt and Company, 1952. Pp. 115. \$2.50.

This adaptation of legends from Norse mythology retains the spirit of the ancient stories and is written in a simple, smooth-flowing prose that is entirely satisfactory for young readers. The artists, too, have caught the spirit of these tales in their effective black and white line drawings. An excellent book of myths for the middle grades. L. M. J.

The Friends. By Esther Buffler. Illustrated by Constance Forsyth. Austin, Texas: The Steck Company, 1951. Pp. 58. \$2.00.

This book depicts the friendship of two teenage boys in a fishing village of Brittany; it is better written than the author's previous contributions. The illustrations are colorful and unusual although they do not have child appeal. Celeste's wedding plans and dowry customs, to which there are only vague references, detract from a boy's story. Jacques seems unenthusiastic about his chosen career as a farmer. The vocabulary is fifth grade level but the size of the book suggests second or third grade. E. R.

Sleeping Mines. By Gertrude E. Finney. New York: Longmans, Green and Company, 1951. Pp. 241. \$2.50.

When vocational fiction concerning the mining industry in Montana is needed, this book may serve a purpose. The characters, however, fail to be convincing. Three women—the mother, reminiscent of the 1890's; the younger daughter, boy-crazy; and the older one, a fearless superwoman who finds a most handsome and eligible young engineer; together with Ben, the old friend of the deceased father, complete the roster of leads. E. R.

Adventure on the Tennessee. By Dorothy Leavitt. 34 Beacon Street, Boston 6, Massachusetts: Little, Brown and Company, 1952. Pp. 208. \$2.75.

When school was out Mr. Cabitor, a representative from Connecticut, set out on an automobile trip to Tennessee with his family. Here he was to inspect the government dams and power plants in the Tennessee Valley. On the way they visited such historic places as the University of Virginia, Monticello, and the Natural Bridge. Upon their arrival in Tennessee they visited South Holston, Cherokee, Gunter'sville, Wheeler and Wilson Dams and learned much about their construction and the good they had brought to the natives of Tennessee who lived in their vicinity. The friendliness of the people they met and the wholesome family relationship in the Cabitor family add much to the worth of the novel. For ages eleven to fourteen. E. M. H.

The Merry Miller. By Rosalys Hall. Illustrated by Kurt Werth. 114 Fifth Avenue, New York 11, New York: Oxford University Press, 1952. Pp. 48. \$2.50.

Fashioned like a folktale, this humorous story of the miller and Madame Puvret moves along swiftly and entertainingly until it reaches an ingenious solution. Humorous colored and black and white illustrations abound throughout the book and add a fascination which should appeal to third and fourth graders. L. M. J.

Small Trot. By Francoise. 597-99 Fifth Avenue, New York 17, New York: Charles Scribner's Sons, 1952. Unp. \$2.00.

The story of a mouse who joined the circus to support her family and became a famous actress. Rather inappropriate story and cursive writing make this book of less consequence than Francoise's previous contributions. L. M. J.

Fun-Time Puppets. By Carrie Rasmussen and Caroline Storck. 36 South Throop Street, Chicago 7, Illinois: The Childrens Press, 1952. Pp. 41. \$1.25.

The reviewer is happy to see that, in this book, children are encouraged to use some of their own ideas in constructing puppets and in using them after they are made. Both full color illustrations and black and white sketches help make the ideas presented clear to children who may have trouble with some of the vocabulary in the text. S. E. S.

Lost in the Zoo. Story and pictures by Berta and Elmer Hader. 60 Fifth Avenue, New York 11, New York: The Macmillan Company, 1951. Unp. \$2.50.

This is the story of John Henry Williams who becomes separated from his sister while visiting the zoo. The suspense of the narrative and the beauty of the full color illustrations make this book a favorite with primary children. This author-illustrator team has written many fine books for young people, including a Caldecott Medal book, *The Big Snow*. S. E. S.

Nibby. By Ann Meyer. Illustrated by Kurt Wiese. 210 Madison Avenue, New York 16, New York: Coward-McCann, Inc., 1952. Pp. 32. \$2.25.

Nibby is a lovable little mischievous cocker spaniel who at first is not allowed to play outdoors. When he finally gets out he meets with many humorous problems until a lonely little boy gives him a home. Children will love the human interest and realistic illustrations. Story and life-like pictures are excellent. A. B.

Krista and the Frosty Packages. By Helen D. Olds. Illustrated by Ursula Koering. 8 W. 40th Street, New York 18, New York: Julian Messner, Inc., 1952. Pp. 60. \$1.50.

When Bimbo, Krista's dog, runs into a frozen foods plant, Krista gets permission to combine a search for him with a tour of the plant. She learns about the packaging of frozen foods, but worry over her dog and her inability to find a job for the summer are distracting—both for her and the reader. This weakens the purpose of the story, which is primarily to present a picture of the frozen foods industry. For grades three to five. E. M. H.

Tim and the Tool Chest. By Jerrold Beim. Illustrated by Tracy Sugarman. 425 Fourth Avenue, New York 16, New York: William Morrow and Company, Inc., 1951. Unp. \$2.00.

Genuine insight into some of the problems of young children is exhibited by the author in this story of a boy who yearns to use hammer and nails, saw and screw driver in order to make things that "look right." Not only Tim but young readers as well will profit by the directions which the book contains on how to use these tools effectively. S. E. S.

How Man Made Music. By Fannie R. Buchanan. Illustrated by Roby Ann Nelson. 1257 S. Wabash Avenue, Chicago 5, Illinois: Follett Publishing Company, 1951. Pp. 266. \$2.00.

An elementary grade level book intended to introduce the history of music and the story of musical instruments to the child. Although several erroneous statements pertaining to the history of music can be found in the book, the author does introduce the subject in an interesting manner. Numerous illustrations help the reader visualize the various topics under discussion. L. J. S.

EDUCATIONAL CONFERENCES AND CONVENTIONS

- March 5-7: NEA Association for Higher Education, Chicago, Illinois.
- March 19-21: National Science Teachers Association, NEA, Pittsburgh, Pennsylvania.
- March 23-27: North Central Association of Colleges and Secondary Schools, Chicago, Illinois.
- March 26-28: Illinois Vocational Association, Peoria, Illinois.
- March 30-April 2: National Association of Deans of Women, NEA, Chicago, Illinois.
- April 5-10: Association for Childhood Education International, Denver, Colorado.
- April 8-11: NEA International Council for Exceptional Children, Boston, Massachusetts.
- April 18-19: Illinois Council for the Social Studies, LaSalle Hotel, Chicago, Illinois.
- April 28-May 1: Annual National Convention of the American International Arts Association, Detroit, Michigan.
- May 1-2: Regional UNESCO Conference, Iowa City, Iowa.
- May 4-5: National Association of State Universities, Ohio State University, Columbus, Ohio.
- June 15-18: Seventeenth Annual National Conference, National Association of Student Councils of the National Association of Secondary-School Principals, NEA, Portland, Oregon.
- June 28-July 3: Ninety-first Annual Meeting, NEA, Miami Beach, Florida.

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